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ABSTRACT

This resource guide, intended for current prospective teachers of Italian, is designed as a source of information and inspiration for Italian instructors at all educational levels. The first of the guide's 11 chapters provides a brief general introduction to this book. Chapter 2 looks at the status of and rationale for Italian language instruction in the United Kingdom. Next, topics in instructional management are addressed, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional materials by creating or adapting existing materials is the subject of chapter 4, while the next three chapters provide, respectively, practical advice for classroom methodology; ideas for incorporating Italian culture into the classroom environment, and guidelines for the teacher in the arrangement of visits and travel. Chapters 8 and 9 focus on the objectives of student assessment and on standardized tests. Chapters 10 and 11 list resources for further information on teacher training, the language teaching profession, and professional development. (MSE)

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Italian
Italiano

By Jenny Jackson

Resource Guides
for Teachers

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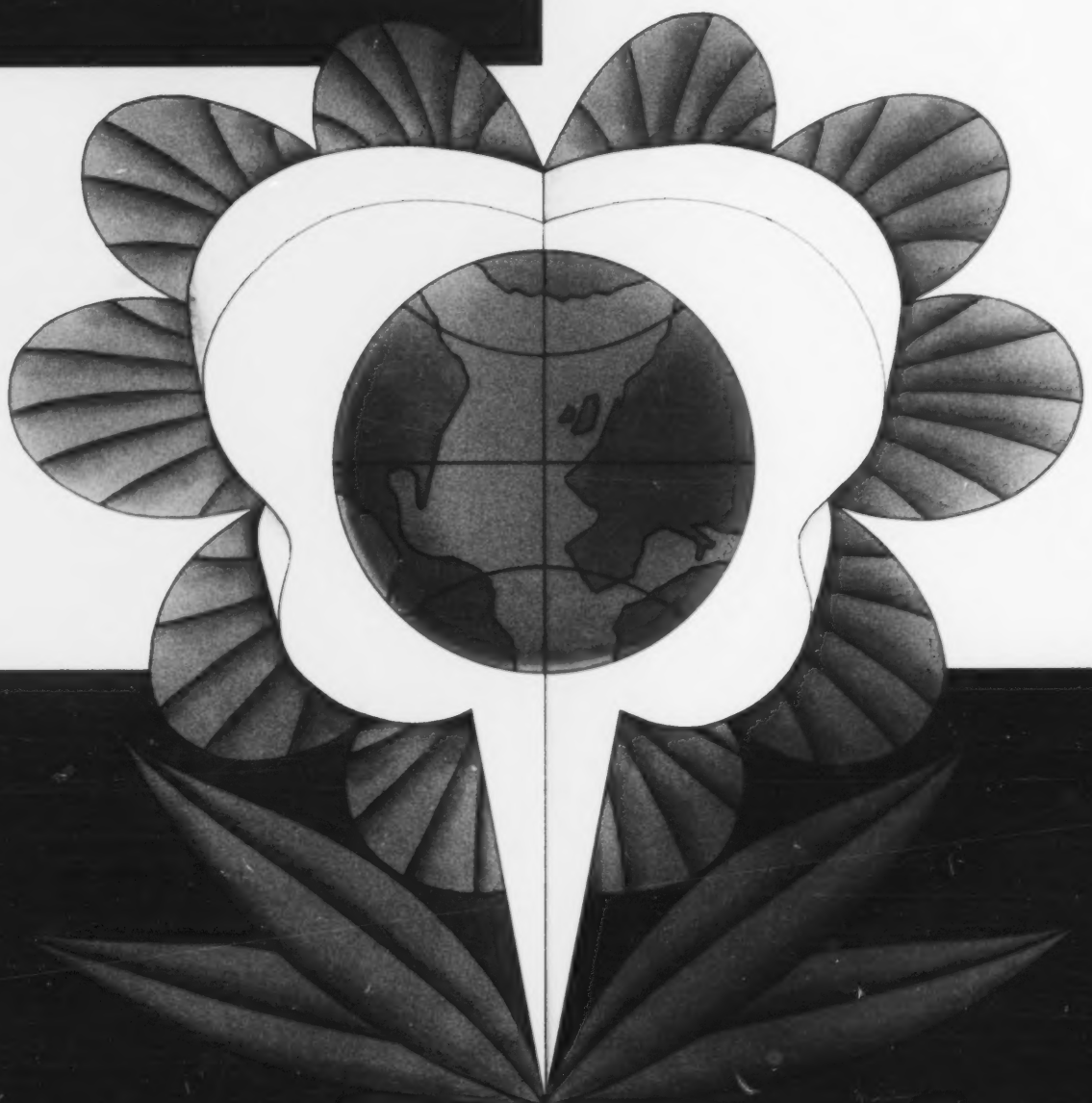

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RESOURCE GUIDES FOR TEACHERS

Series editor: Michael Buckby

Italian/Italiano

Jenny Jackson

CiLT

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Useful addresses

*In the text, * indicates that the address of the organisation mentioned is listed in this section.*

Introduction 1

THE AIM OF THIS BOOK - LO SCOPO DI QUESTO LIBRO

★ To encourage and support the teaching of Italian in schools, colleges and centres of Adult Education.
★ To act as a useful source of information, ideas, suggestions and practical tips.
★ To keep teachers of Italian abreast of positive developments in Italian teaching.
★ To show that Italian can make a significant contribution to the curriculum, and that it deserves a higher profile than it often enjoys at present.

WHO IS IT FOR - A CHI È INDIRIZZATO?

★ Those teaching or training to teach Italian in the United Kingdom.
★ Teachers who have studied Italian as a foreign language to degree level or as a subsidiary component of their degree.
★ Teachers who have learned Italian at an evening class.
★ Native speakers teaching their mother tongue.
★ Those not yet actively involved in teaching Italian.
★ Those considering introducing Italian in their school or college.
★ Headteachers and Heads of Department seeking to diversify and/or extend the provision of Italian teaching.
★ Heads of Department and Modern Languages Advisers will find the handbook to be a helpful reference resource which will enable them to offer practical guidance to those teachers of Italian in their departments and authorities.

DEVELOPMENTS AFFECTING TEACHERS OF ITALIAN

Recent developments in examinations have had encouraging effects on classroom practice and methodology. The **GCSE** syllabuses and examinations and **Standard Grade** in Scotland are positive in their approach to assessment and are designed to show what candidates know, understand and can do.

There are now a number of courses available to students wishing to continue with their Italian beyond GCSE. Some have been developed to meet the needs of students going on to use their languages in the world of work.

Alternative 'A' level syllabuses allow students to study Italian to an advanced level without having to spend time studying literary texts. Some syllabuses include course work and a greater amount of work is done in the foreign language.

'AS' (Advanced Supplementary) syllabuses (see page 49).

The Institute of Linguists has a series of criterion-referenced examinations designed to assess candidates' proficiency at using and understanding new language in context.

The new examination syllabuses stress the importance and value of **communicative competence**. This has encouraged teachers to modify the way in which they teach and to adopt a **communicative approach**. This is based on the idea that there is always a purpose for communicating and that language should be used for completing realistic and purposeful tasks such as exchanging significant

information, getting something important done or setting up and maintaining relationships with people. Students are given credit for successfully completing the task. The emphasis is no longer on detailed accuracy but on communication.

A communicative approach involves mixed-skill teaching based on authentic texts, authentic tasks and an authentic purpose for completing the task. Students are better motivated if they can see that what they are asked to do in the classroom is of direct relevance to the world in which they will be using their Italian. Communicative activities and increased use of realia have done much to encourage the learners and to enable them to enjoy the learning process.

The National Curriculum. This requires virtually all secondary school pupils to learn a foreign language for five years, between the ages of 11 and 16. The first foreign language will be one of the foundation subjects in the core curriculum. Although the status of the first foreign language will be considerably enhanced, it is possible that in many schools the second foreign language will be confined to years four and five. Many teachers fear that fewer pupils will opt to study a second foreign language.

The Government's policy of **diversification** means that official schemes are now in place to ensure that languages other than French become first foreign languages. Teachers of Italian need to make the most of this opportunity and ensure that Italian takes its place as a first foreign language in a substantial number of schools across the country. If we fail, schools in which Italian is taught will be further diminished, since if the second foreign language is restricted to years 4 and 5, fewer students will opt to study a second foreign language.

FIND OUT MORE BY READING:

DES. (1985) *General Certificate of Secondary Education, the national criteria: French*. HMSO.

DES (1987) *The National Curriculum 5-16: a discussion document.*

DES. (1988) *Modern languages in the school curriculum: a statement of policy.*

Phillips, D (Ed.) (1988) *Languages in schools: from complacency to conviction.* CILT.

Bird, E. and Dennison, M. (1987) *Teaching GCSE modern languages.* Hodder and Stoughton.

Littlewood,W. (1981). *Communicative language teaching - an introduction.* CUP.

CILT Information sheet. *What is meant by a 'communicative approach to language teaching'?*

Italian in the curriculum 2

ITALIAN - CURRENT TRENDS

Of the modern foreign languages currently taught in schools and colleges in the United Kingdom, Italian is the fourth most commonly taught. The number of students learning Italian is nevertheless small compared to those for French, German and even Spanish. In 1985, for every Italian entry for examinations at 16+ level there were 99 French entries, 23 German entries and 6 Spanish entries.

INCREASING AND MAINTAINING PROVISION

As a teacher of Italian, it will be part of your job to argue the case for more Italian teaching, adequate training and satisfactory resources.

There is a strong case for the provision of Italian as one of the first foreign languages in a substantial number of schools throughout the United Kingdom. Arguing for better provision is easier if you know what happens elsewhere.

Teachers of Italian often have to be prepared to teach a wide range of students. Students may have very different experiences of language learning and have very different motives for wanting to learn Italian. Some may have studied another language to a high level, some may speak Italian at home, and some may never have had the opportunity to learn a foreign language at all before.

Italian is taught in...

SECONDARY SCHOOLS	as a modern language on the timetable, e.g.: - as a first foreign language in Year 1 - as a second foreign language to all students in Year 2 - as a fourth year option - as a sixth form beginners' course - by teachers with a qualification in Italian - by Consular teachers, e.g. in Bedford
DAWN/TWILIGHT CLASSES	in school buildings: before/after school and in the lunch hour
ADULT EDUCATION/COLLEGES	as a foreign language to GCSE, 'A' Level and for Institute of Linguists' examinations, etc.
DOPO SCUOLA CLASSES	for students from Italian family backgrounds, teachers provided by the Italian consulates.

WHY TEACH !TALIAN IN SCHOOLS?

Why Italian?

Shouldn't they be learning French?

It's only spoken in Italy

How do you respond to questions like these?
You know what you think, but it helps to be able to support your argument...

Ask your students!

Here are some reasons given by learners. Add others from your own classes.

It will help me in my career.

I have still got relatives in Italy and so it's good to be able to talk to them when we go there on holiday.

I really like the sound and feel of Italian.

It helps you to understand differences between our life-style and that of other people.

I enjoy speaking Italian to the staff in our local Italian restaurant.

See: Phillips, D. and Stencel, V. (1983) *The second foreign language*. Hodder and Stoughton.

THE CASE FOR ITALIAN

- Research shows that of the five commonly taught European languages, Italian is considered to be the least difficult for the English-speaking learner.
(Vaughan James. (1979) 'Foreign languages in the school curriculum'. In Perren, G (Ed.) *Foreign languages in education*).

- A survey of school visits abroad revealed that Italy is the most popular destination after France.
(*School visits abroad: where are we now?* LTC University of York. 1986.)

- Italian is one of Europe's major languages and by the year 2000 Italy will have the largest population in Western Europe (with all the economic implications of this...).

- There are approximately 170,000 native speakers of Italian living in the United Kingdom.

- *Britain's trade deficit in manufactured goods would be reversed if more balanced trade could be established with West Germany, Italy and Japan.* (*Languages in British business.* Ed. Stephen Hagen. (1988) Newcastle-upon-Tyne Polytechnic Products Ltd.).

- At the moment there is a clear mismatch between educational provision and industrial need. The school sector needs to offer a range of core languages to the majority of students if the needs of industry are to be met.

- Italian needs to be accorded a much greater significance than as a nation we have traditionally granted it.
FOREIGN LANGUAGES IN THE INDUSTRY OF OXFORDSHIRE AND THE THAMES VALLEY in *Languages in British business.* (1988) Ed. Stephen Hagen.

- *Yorkshire industry must achieve better design, quality and reliability... There is now far better training although schools are still producing few linguists with major languages like Spanish and Italian.* Conal Gregory MP.

- It is DES policy that languages other than French should be offered to more pupils of all abilities as a first or alternative first foreign language.
(DES. (1988) *Modern languages in the school curriculum: a statement of policy*).

- Italy's considerable literary, musical, artistic and archaeological heritage should be accessible to people in the United Kingdom through the medium of Italian.

- Under the ERASMUS programme, 10% of British undergraduates are able to spend a recognised period of study in another Community country. The project has EC funding. A knowledge of Italian will be important for those students wishing to live and study in Italy.

- Students will miss opportunities if they do not already have knowledge of Italian.

- We need a number of people, in a variety of skill areas such as engineering, politics, aeronautics, marketing and law, with an ability to work in Italian.

- Under the single market European economy, employment opportunities will be lost unless many people are proficient in Italian. For example, a major company with dealings in both Italy and the United Kingdom may seek staff who can speak both English and Italian. Such jobs will go to Italian nationals who are fluent English speakers if there are no British candidates who are fluent in Italian.

TIMETABLING

(FL1 = First Foreign Language, FL2 = Second Foreign Language, FLAW = Foreign Languages at Work scheme)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
A	½ entry studies French (FL1) ½ entry studies Italian (FL1)	→	German intro-duced as FL2 for all	French + FL1 (German) Italian + FL1 (German)	→			French and Italian joint FL1
B1	½ entry studies French FL1 ½ entry studies German FL1	French FL1 Italian FL1	French FL1 + Italian FL2 German FL1 + Italian FL2	French FL1 (+ German) Italian FL1(+ German)	French F L1 (+ Italian) German FL1 (+ Italian)	'A' LEVEL 'AS' LEVEL FLAW continuation course 1 year		French + Italian/ German joint FL1 (alternating years)
B2	½ entry studies French FL1 ½ entry studies Italian FL1	French FL1 German FL1	French FL1 + German FL2 Italian FL1 + German FL2	French FL1 (+ Italian) German FL1 + (Italian)	French FL1 (+ German) Italian + FL1 (German)	FRENCH ITALIAN GERMAN		
C	French FL1	French FL1 + German FL2 for ½ entry Italian FL2 for ½ entry	French FL1 + German FL2 French FL1 + Italian FL2	French FL1 (+ German) French FL1 (+ Italian)	French FL1 (+ German) French FL1 (+ Italian)			Italian and German joint FL2
D						Italian offered as an option: 2 yrs to GCSE ab-initio		Italian option in 6th Form to GCSE
E				(Italian FL2)	(Italian FL2)	Italian offered to beginners leading to FLAW scheme qualification (2 yr course)		Italian FLAW course in 6th Form or: Italian as FL2 in years 4 & 5.

Alternating Years

TIMETABLING

Italian may be taught as a first or second foreign language from Year 1. Although the National Curriculum recommends the introduction of the second foreign language in Year 4, this is not a prescription. In many cases the point at which the second foreign language is started will be determined by the percentage of timetable allocated to 'option' subjects in individual schools and will depend on students meeting assessment targets in other subjects. In some schools, pupils study two foreign languages in Years 1 and 2 and then choose (at least) one of these to study to GCSE. In other schools, students begin a first foreign language in Year 1. The second foreign language is introduced in either Year 2, 3 or 4.

Given the nature of the GCSE examination (i.e. the fact that it tests not only knowledge but also the ability to **use** the language to complete **practical** tasks) there is a strong case for introducing the second foreign language early on. Few pupils are likely to embark on an untried subject with the prospect of only five terms of preparation prior to GCSE. If the second foreign language is only introduced in Year 4, there is a real danger of it becoming an élitist subject and of schools producing students who, though familiar with the vocabulary and grammatical rules of the second foreign language, have not had the opportunity to practise using the language extensively and who, therefore, lack the confidence to use it effectively for the purposes of practical communication.

As a result, communicative methods are likely to be neglected in favour of more traditional short-cuts and neither the spirit nor the letter of the National Criteria for GCSE will be satisfied.

IMPLICATIONS OF INTRODUCING OR EXTENDING THE PROVISION OF ITALIAN

Before discussing any proposal to introduce or extend the provision of Italian teaching in your school with the Head teacher, it is essential that you should consider the likely implications, and prepare answers to some fundamental questions.

Why Italian and not Spanish or German?

See *The case for Italian*, page 5.

What are the benefits for individual students?

Given the accessibility of Italian to English-speakers, students of all abilities will make rapid progress and will feel that they are being successful. This sense of success will prove an important motivating factor, and they probably will be more successful and get better results.

What are the benefits for the Modern Languages Department?

- Languages other than French will enjoy improved status and the morale of teachers of languages other than French will be raised.
- Previously unused/under-used expertise will be more fully exploited.
- Democracy within the Department will be increased.
- The status of the Department will be improved both within the school and within the authority.
- The Department will be perceived as forward looking and innovative.

What are the benefits for the school?

- The profile of the school will be enhanced.
- Parents will respond positively to increases in opportunity. They are likely to attach considerable importance to the breadth of opportunity afforded by the curriculum, and schools which make good provision for two foreign languages will be attractive.
- Imbalance in 'A'/'AS' level language groups is likely to be reduced. Whereas there may previously have been twelve students in the 'A' level French group and only three or four students studying Italian to 'A' level, if both French and Italian are offered as alternative first foreign languages, there is a greater chance of attracting say eight students to each language group and even more when all pupils study a foreign language to 16+.

What are the benefits for the wider community?

- Such a move may respond to local needs (e.g. in areas where there are large numbers of native Italian speakers, in areas where local industries have links with Italy).
- Such a move will help to meet national linguistic needs in the light of 1992 and the single market economy.
- The status of Italian as a language and culture will be enhanced by its presence in the mainstream curriculum.

What are the implications for staffing and future teacher supply?

- Half the teachers whose highest qualification includes Italian are not currently teaching Italian.
- The University of York and St Martin's College, Lancaster, offer places to PGCE students seeking specialist training as teachers of Italian. Staffing, therefore, should not be a problem.

How will it affect morale within the Modern Languages Department?

- Morale is likely to be raised. Teachers who are not currently teaching the language which they are qualified to teach will have their expertise recognised. There will be opportunities for more members of the department to take on important responsibilities. Teachers of Italian will be more likely to be able to teach Italian to an advanced level.

What are the implications for the timetable?

- Timetables can be blocked with other departments to allow for maximum flexibility of staffing.

What are the implications for capitation? (Textbooks, equipment, resources, reprographics, In-service training)

- Re-allocate resources within the Modern Languages Department, i.e. divert spending towards new/extended foreign languages.
- Plan expenditure over a period of at least three years.
- Encourage the LEA resources centre to stock more Italian materials.
- Find out if additional funds can be obtained from the LEA to help diversification.
- Find out if the PTA can offer additional financial support.

What are the implications for provision post 16?

- Where numbers are likely to be small, consider working as a consortium with another school, i.e. School A teaches Italian 'A'/'AS' level to students from both schools one year, School B teaches the course the next year.

How are interested parties likely to react? (Head Teacher, Governors, Adviser, Parents)

- Present examples of successful practice in other schools. Contact the ALL* Italian committee and your local Adviser/Inspector and ask if they can put you in touch with schools where Italian is already successfully established as a first foreign language.
- Offer to present the case for greater Italian provision at the next Governors' meeting.
- Offer to hold a meeting to explain changes in policy to interested parents.
- Offer to draft a letter to parents explainingchanges and putting the case for teaching Italian as a first foreign language.
- Offer to give a taster lesson in Italian to parents, governors and staff.

Find out more:

Attitudes towards diversification. Phillips, D. and Clark, G. (1988) University of Oxford Department of Educational Studies.

Towards diversification. Calvert, M. (1989) LTC, University of York, Handbook and training video.

Phillips, D. (Ed.) (1989) *Which language?* Hodder and Stoughton.

ADVICE FROM COLLEAGUES

You will find it much easier to argue your case if you are thoroughly familiar with the points you will need to raise. One of the best ways of doing this is to contact colleagues who are already teaching Italian more extensively and to seek their advice.

Members of the Italian committee of the Association for Language Learning (ALL)* should be able to put you in touch with colleagues who teach Italian in the lower school and/or who have recently introduced Italian.

CILT*

Send for CILT Information sheet on Diversification.

You will find it useful to know who makes decisions affecting the curriculum within your school or college. Under Local Management of Schools, an increasing number of decisions will be made by the Governing Body rather than by officers at LEA level. Find out who the Governors of your school are. Find out about the procedure for setting the agenda of Governors' Meetings. You may be called upon to present a report on the position of Italian in your school, or to present the arguments for extending or maintaining the provision of Italian within the school. It helps to know **who** you will be speaking to.

WHO PAYS FOR NEW PROJECTS?

The LEA can obtain money for projects that fit in with government policies:

DES grants

- **GRIST** (Grant Related In-Service Training) Funding for approved in-service courses.
- **ESG's** (Education Support Grants) Grants for short term projects such as diversification.

Find out who in your LEA is responsible for applying for these grants. Ask them to include projects which will assist teachers and learners of Italian.

3 Managing teaching

IDENTIFYING NEEDS
(Where do the learners and I want to go?)

Although there may be differences in:

★ geographical location (e.g. demands of exam group, local employment requirements)
★ learner needs (e.g. social/ability mix, level and/or reason for motivation)
★ teacher needs (e.g. style, personality, educational philosophy)

there are certain features which are constant in syllabus design. The outline on page 11 is based on broad educational values.

MEETING NEEDS FROM AVAILABLE RESOURCES
(What is available to get me there?)

Locating published material

1. Publishers' catalogues

- Sent to schools by the publishers. Copies may be held in the school library or by the Languages Department and by local Teachers' Centres.)

- Publishers with an Italian list:
BBC
CUP
European School Books
Harrap/Nelson
Longman Macmillan
Nelson
Pan (Language readers)
Stanley Thornes.

AVP, School Hill Centre, Chepstow, Gwent NP6 5PH. Tel: 0291 625439 sells computer programmes for Italian. These include **Italian games** and **The Italian Tutor**. Some programmes are available on 14 days' approval.

- Send off for inspection copies of any publications which look interesting.

- CILT* publishes information sheets entitled:

British publishers and distributors of books for language teachers.
Bookshops and sources of supply for language teaching materials.
GCSE Italian - some suggested material.
Magazines for language learners.
Materials for new 'A' level syllabuses.
Teaching materials for adults: Italian.

Single copies are available on request from CILT*. Enclose a large s.a.e.

*2. Scottish Consultative Council on the Curriculum**

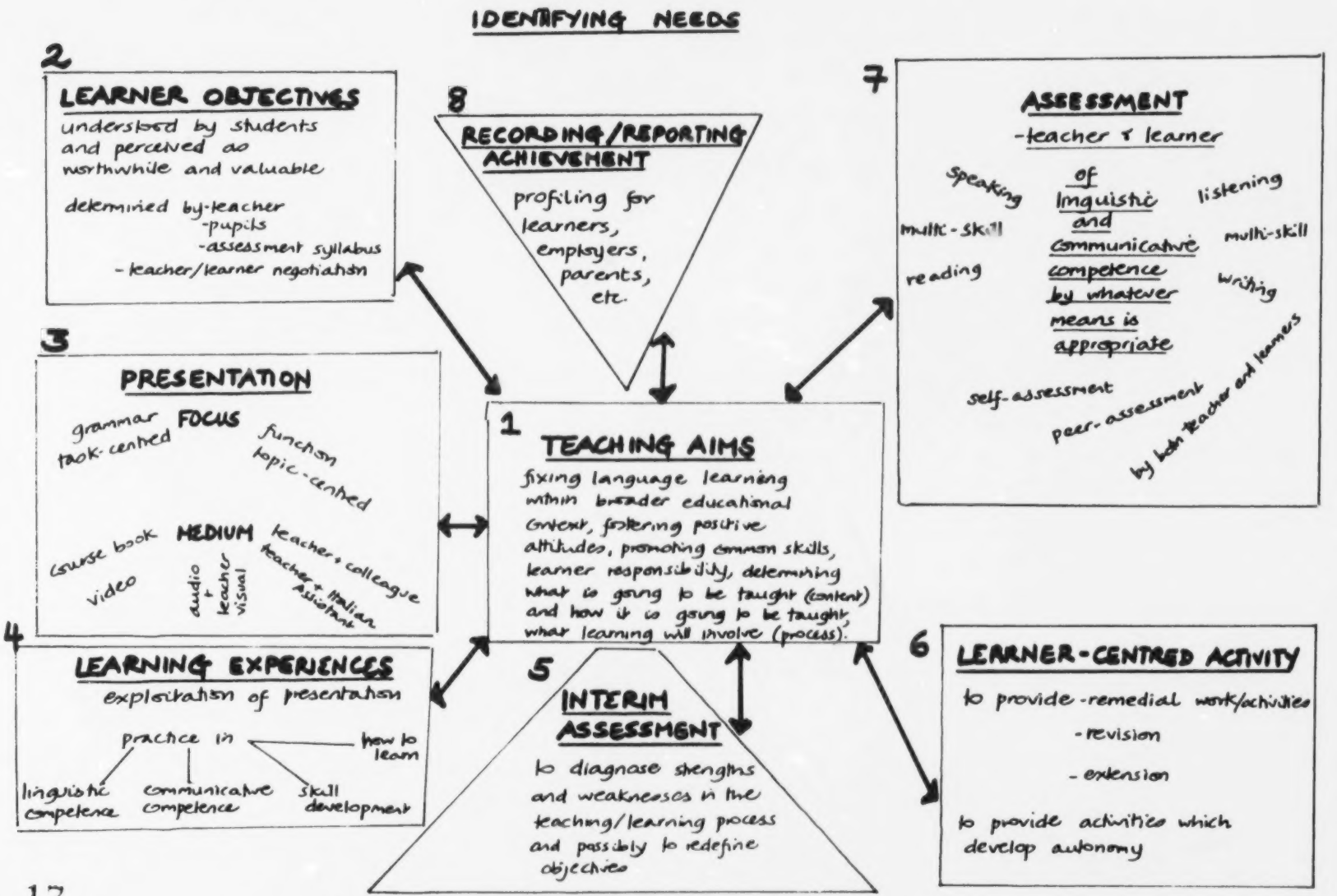
- Mounts initiatives in Scotland to produce materials for both 'Standard' and 'Higher' grades (16+ and 17+ exams) and will give information on what is available in the field of Italian.

3. ALL Association for Language Learning (of which ATI is a founding association)*

- Representatives should be able to suggest published materials and/or put you in touch with colleagues who may be able to help.

4. Other schools and colleges teaching Italian

- Contact colleagues directly or through the adviser or ALL. They may be able to suggest


IDENTIFYING NEEDS
2
LEARNER OBJECTIVES
understood by students and perceived as worthwhile and valuable
determined by - teacher
- pupils
- assessment syllabus
- teacher/learner negotiation
8
RECORDING/REPORTING ACHIEVEMENT
profiling for learners, employers, parents, etc.
7
ASSESSMENT
- teacher & learner
of linguistic and communicative competence by whatever means is appropriate
speaking
listening
multi-skill
multi-skill
reading
writing
self-assessment
peer-assessment
by both teacher and learners
3
PRESENTATION
FOCUS
grammar task-centred
function topic-centred
MEDIUM
course book
video
audio + teacher visual
teacher + colleague
teacher + Italian Assistant
1
TEACHING AIMS
fixing language learning within broader educational context, fostering positive attitudes, promoting common skills, learner responsibility, determining what is going to be taught (content) and how it is going to be taught, what learning will involve (process).
4
LEARNING EXPERIENCES
exploitation of presentation
practice in
how to learn
linguistic competence
communicative competence
skill development
5
INTERIM ASSESSMENT
to diagnose strengths and weaknesses in the teaching/learning process and possibly to redefine objectives
6
LEARNER-CENTRED ACTIVITY
to provide - remedial work/activities
- revision
- extension
to provide activities which develop autonomy

17

18

suitable published materials. But beware! Another teacher's meat may be your poison! (cf *Evaluating published materials*, page 13).

5. *Bookshops abroad*

- Look at what is available for students of Italian in any foreign country.

6. *Reviews and journals*

- Look out for reviews of new text books in the *Times Educational Supplement* and ALL journals and in back numbers of these publications.

EVALUATING PUBLISHED MATERIALS

Look at published materials in as much detail as possible. A few hours spent in thorough evaluation could save you many hours later on, and years of frustration for you and your students.

If the materials fail to meet several of the criteria on page 13, you may find that this will imply considerable extra work for you.

BEST COPY AVAILABLE

CRITERIA FOR EVALUATING PUBLISHED MATERIALS	✓ YES	✗ NO
- The book meets most of our aims and objectives.	☐	☐
- This book makes the learning objectives clear to both students and teachers. The objectives are realistic and have both short and long-term application.	☐	☐
- This book covers the majority of topic areas, settings, notions, functions, vocabulary and grammar points required by our syllabus.	☐	☐
- The materials cover adequately the four skill areas and encourage appropriate mixed-skill work.	☐	☐
- This book could be used as a main course book.	☐	☐
- This book could be easily adapted to suit our purposes.	☐	☐
- This book could be used as the basis for a course.	☐	☐

If none of the criteria above apply, look for something else now!
If most of the criteria above apply, read on!

- The methodology and teaching approach are close to mine.	☐	☐
- The materials foster communicative competence.	☐	☐
- The materials foster linguistic competence.	☐	☐
- The materials provide the students with plenty of activities for practising new language, structures and skills.	☐	☐
- These activities are varied and offer both quantity and quality of practice.	☐	☐
- The materials are graded in such a way as to meet the needs of our students, e.g. rapid progression suitable for students following a two year course; even progression suitable for students following a five year course.	☐	☐
- The sequencing of the materials fits our scheme of work well.	☐	☐
- The materials could be quite easily used in a different order.	☐	☐
- The materials could be easily adapted to suit our purposes.	☐	☐
- The materials could be exploited in a variety of ways, in addition to those suggested by the author(s).	☐	☐
- The materials lend themselves to exploitation at different levels and would be suitable for use with students of different abilities.	☐	☐
- The materials include activities which revise topics and structures taught in earlier units, on a regular basis.	☐	☐

	✓ YES	× NO
- The materials are concerned with broad educational aims, e.g. fostering learner responsibility, attitudes of tolerance and co-operation and expanding horizons.	☐	☐

If none of the criteria above apply, look for something else now!
If most of the criteria above apply, read on!

- The language used in the book is authentic, contemporary and correct. There are few or no printing errors.	☐	☐
- The materials include authentic reading and listening texts and the tasks in each skill area are authentic too.	☐	☐
- The materials include activities which enable both learner and teacher to assess progress regularly and to build up a profile of performance.	☐	☐
- The materials are accompanied by tapes/cassettes.	☐	☐
- The listening material sounds authentic.	☐	☐
- The listening material also includes redundant language.	☐	☐
- The listening material could be a useful supplement to the main course we use.	☐	☐
- The materials are attractively and clearly presented.	☐	☐
- Different functions and topics are presented in a variety of contexts and settings.	☐	☐

e.g FUNCTION - Expressing preference
SETTINGS - *Ristorante/Bar/Scuola/Casa/Centro Sportivo*
TOPIC - *Passatempi e tempo libero*
SETTINGS - *Casa/Scuola*

- The materials provide a good insight into the culture of the countries in which Italian is spoken in both larger and smaller communities.	☐	☐
- The materials are concerned as much with the process of learning (gist extraction, analysis, interpretation, etc) as with the content (functions, grammar, vocabulary).	☐	☐
- The materials give a sound and balanced view of the culture.	☐	☐
- The materials do not present stereotypes.	☐	☐
- The materials are neither racist, ageist or sexist; nor are they biased towards a particular religious group.	☐	☐
- The students will enjoy using these materials.	☐	☐
- The teacher will enjoy using these materials.	☐	☐

Making your own resources 4

Published materials offer you the good, the bad and the indifferent - but never the ideal! It will be your job to plug gaps in existing provision by making your own resources. Ask to use *Baker days* and Department meetings for this purpose. Ask ALL* to organise meetings for this. Make the most of opportunities to work with colleagues when devising tasks and thinking of ways in which to exploit authentic texts. You will be able to generate a wealth of good ideas by working collaboratively.

FINDING AUTHENTIC MATERIALS

Listening and viewing:

TV and Radio Programmes

Send for CILT* Information sheet: *Broadcast resources for modern languages.*

For information on BBC broadcasts and publications write to: BBC, 35, Marylebone High Street, London W1M 4AA. For details of Independent TV Broadcasts, contact the Education Officer for your local ITV contractor.

Many courses are accompanied by a course book, teacher's notes, student's cassette, etc.

Details of forthcoming schools broadcasts are sent to schools each year. Keep an eye on the *Radio Times/TV Times* and the Media and Resources sections in the *Times Educational Supplement* for details of broadcasts.

IDENTIFYING THE GAPS

The list below will help you to identify where the gaps lie.

Gaps in:	TOPIC - e.g. Nothing or little dealing with *ANIMALI DOMESTICI*	
	NOTION	Similarity, difference
	FUNCTION	Expressing sympathy
	GRAMMAR	Possessive adjectives
	SKILL AREA	Listening/speaking Reading/writing
	ACTIVITY	Vocabulary learning Pair work/group work Homework tasks
	REVISION OF TASKS, LANGUAGE, GRAMMAR	

TV and Radio broadcasts

Buongiorno Italia. BBC Beginners. (1982).
L'Italia dal Vivo. BBC Second stage. (1983).
Get by in Italian. BBC Beginners. (1981).
Gli Italiani. BBC.
Conversazioni. BBC. (1977).
Telegiornale. BBC. (News broadcasts in Italian).
Euromagazine. (BBC Radio 4 VHF).
BBC Radio Bedfordshire. *Mondo Italiano*.
Tuesday evenings 20.05 - 21.30
630 Medium wave
95.5 VHF
Magazine programme covering news, sports, features.

Satellite TV - RAI 1

Send for CILT Information sheet:
Satellite television; receiving and using broadcasts for language teaching.

Record suitable programmes and advertisements during visits to Italy.

Exchange video and sound cassettes with your Italian exchange school. Ask your colleague in Italy to record specific items.

SIP Servizi Telefonici (recorded message service covering Horoscopes, Weather, Traffic reports, etc). Place the microphone next to the telephone receiver and dial the appropriate service.

Reading and multi-skill activities:

Italian Teletext facilities available via satellite. A wide range of services is offered. Texts tend to be short and concise.

A large number of **Italian newspapers and magazines** are available through UK newsagents. You could subscribe to one or two publications. Spend some of your library allocation on a subscription to a magazine.

Ask your local newsagent if you can see the catalogue listing foreign publications available in the UK. Exchange magazines, comics and newspapers with a twin class in Italy; all you pay for is the postage.

Some magazines may be available although they are not yet listed in the catalogue. Details regarding subscriptions abroad are usually given on the inside cover of the magazine itself.

Send for CILT Information sheet:
Magazines for language learners.

Magazines such as *Ragazzi* and *Insieme* (available on subscription from: European Language Institute, PO Box 6, 62019 RECANATI, Italy and through Thomas Nelson and Sons, Ltd), *Tutto - musica e spettacolo*, *Bella*, *Donna Moderna*, *Intrepido* and *Sogno* are all sources of useful material for use in schools.

Tutto città (Edizione SEAT, via A. Saffi, 18, 10138 TORINO)
contains street maps, local advertising, details of sports facilities and schools, local transport, local history, museums, art galleries, opening times, etc.

Postal market (mail order catalogue available *in edicola*) (Postalmarket, Casella Postale 11000, 20194 MILANO)
clothes, household goods, latest fashion vocabulary, colours, sizes, prices, suitable for talking about likes and dislikes, information gap exercises, etc.

Italy - travellers' handbook
available from Italian State Tourist Office*
Information and useful addresses relating to a wide range of topics.
Addresses for all the local Tourist Information Offices.

Local tourist information offices (addresses from *Travellers' handbook*)
write for maps, leaflets, brochures, lists of hotels, campsites, etc.

Hotels and campsites (addresses from local Tourist Offices)
write (or get your students to write) to individual hotels and campsites for further details, lists of facilities, price lists, etc.

Federcampeggio
information on campsites in Italy: Federcampeggio, 50041 CALENZANO, (Firenze)

Associazione italiana alberghi per la gioventù (AIG), Sede Nazionale, Via Cavour 44, 00184, ROMA
list of Italian hostels, rules, prices, travel offers, etc.

Livello Soglia (Council of Europe)
(Il Direttore per l'Insegnamento, la cultura e lo sport del Consiglio d'Europa, 67006 STRASBOURG CEDEX, France. 1981. ISBN - 92 871 0000 4, also available from HMSO)
lists vocabulary and phrases associated with most of the topics, functions and notions on syllabuses for 16+ examinations

Local advertising
local newspapers devoted to personal advertisements e.g. *Porta Portese* (Rome), *Il BO'* (Bologna), *IL FO'* (Forlì),

Travel agents' brochures
material covering holidays, activities, hotels, flats/rooms,

Guida tv
details of films, programme types, times, scope for tasks involving likes and dislikes, decision making, information gaps, etc.

University of Hull - Department of Italian
Teachers of Italian can send self-produced worksheets, etc to the Department in Hull. These are then copied and are available to all teachers of Italian.

Class twinning
arrange a class-to-class exchange with an Italian school (cf Chapter 6, page 38). Students exchange letters, cassettes, videos, stamps, etc.
Once a term ask your students to bring in old magazines and send them (newspaper rate) to Italy.
Ask your Italian colleague to forward magazines no longer required by his/her students.

*Italian cultural institute**
Membership of the Italian Cultural Institute entitles you to borrow books, films, slides and videos from the Institute. Ask for the catalogues listing items available on loan.

USING AUTHENTIC RESOURCES

1. Start with the task and not the text. Ask yourself, *What do I want the students to do? Read for information? Read for pleasure? Read and do?*

2. Be prepared to spend a lot of time sifting through materials for a text to suit the task you have in mind. The larger your collection of materials, the easier this job will be!

3. Don't be afraid to use semi-authentic, semi-scripted material if all else fails. Give the foreign assistant or native speaker a rough idea of what you need and let him/her do the rest. (See page 18)

4. Look out for interesting texts, but bear in mind that what interests one person may not necessarily interest everyone else. One way round this problem is to provide a choice of texts for students to work on. When you do start from a text, e.g. a TV programme, ask yourself, *Why and how would anyone normally watch this? What might they do before, during and after watching it?* Base your tasks on your answers to these questions.

5. Never present students with an authentic resource (cassette, video or written extract), without first monitoring it yourself for suitability and possibilities of exploitation. Think of activities to do before, during and after work on the resource. See, for example, *Videothèque* (Language Teaching Centre, University of York).

   Look at what has been produced for other languages, e.g. French, Spanish and English as a Foreign Language.

6. Avoid turning a good authentic text into an excuse for a turgid grammar lesson. Try to make the students' response consistent with the intentions of the author, and look for authentic reasons for reading/listening, etc.

7. Don't be put off by the apparent difficulty of a text - length, complexity, redundant language. Students in the early stages of learning a language are tremendously

Scenario given to native-speaker

Your British penfriend is coming to stay with you next month but you are unable to go and meet her at the airport. You send her a cassette on which you record a description of your parents so that she will know who to look out for when she arrives.

Transcript of unscripted recording made by native-speaker:

Ciao! Io sono Federi la tua amica italiana, e ti volevo dire che siccome non posso venirti a prendere all'aereoporto, verranno i miei genitori. Quindi per riconoscerli ti do alcune informazioni. Dunque sono... mio papà è più alto di mia mamma... non so... un metro e settanta. Sono... la mia mamma è ricciolina, capelli scrui. Mio padre ha i capelli brizzolanti, lisci. Poi indosseranno... mio papà... una giacca, un completo con una cravatta, senz'occhiali. Poi mia mamma, invece, una gonna, un paio di scarpe basse, una maglia verde. Poi... sicuramente avranno l'ombrello perchè a quanto pare, in questo momento il tempo non è molto favorevole e penso che gli darò una foto di te, così ti potranno venire incontro. E poi, cosa posso ancora dirti? E ti saluto, e poi adesso spero che riuscirai... che vi riuscirete a trovarvi... e basta. Non vedo l'ora di vederti. Ciao!

This recording was made by a fourteen-year-old Italian girl who was attending an English language summer course in York.

motivated by being able to extract essential information from an initially off-putting text providing that it is inherently interesting. (See page 20)

8. Finding authentic material is often easier than devising authentic ways in which to exploit it. Ensure that the tasks based on your materials have a purpose which your students see as being meaningful. Ask yourself *Why would someone want to do/know this?*

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Licensed Copying - maintained schools and colleges are covered by a licence from the Copyright Licencing Agency. The licence allows you to copy

- ★ up to 5% of a book published in the UK (there are several exceptions!) except in the case of a short story or poem which can be copied in its entirety provided it does not exceed ten pages in length;
- ★ the whole or part of one article from a periodical, journal or magazine issue published in the UK (there are some exceptions!).
- ★ up to 30 times per page.

The safest rule is - *If you can't clear it, don't use it!*

Permission to copy any of the excluded works or quantities in excess of the above limits must be sought from the individual publisher. (See sample letter on page 21.)

One way round this problem is to build up a bank of 30 texts, say. Rather than making copies, each student works on the original of a different text. The students work through all the texts during the course of the year.

See PLANNING A READING PROGRAMME M. Buckby in Littlewood, W. (Ed.). (1989) *Developing modern language skills for GCSE*. Nelson.

DEVISING TASKS AND ACTIVITIES

This usually involves: - team work
- pillaging and pirating
- producing your own tasks and activities.

1. Members of your department will be willing to pass on hints/ideas of what works with students. Talk with them about their successes and failures.
Ask for ten minutes to be set aside at the next department meeting in order to brainstorm ideas which may help you to find what you are looking for.

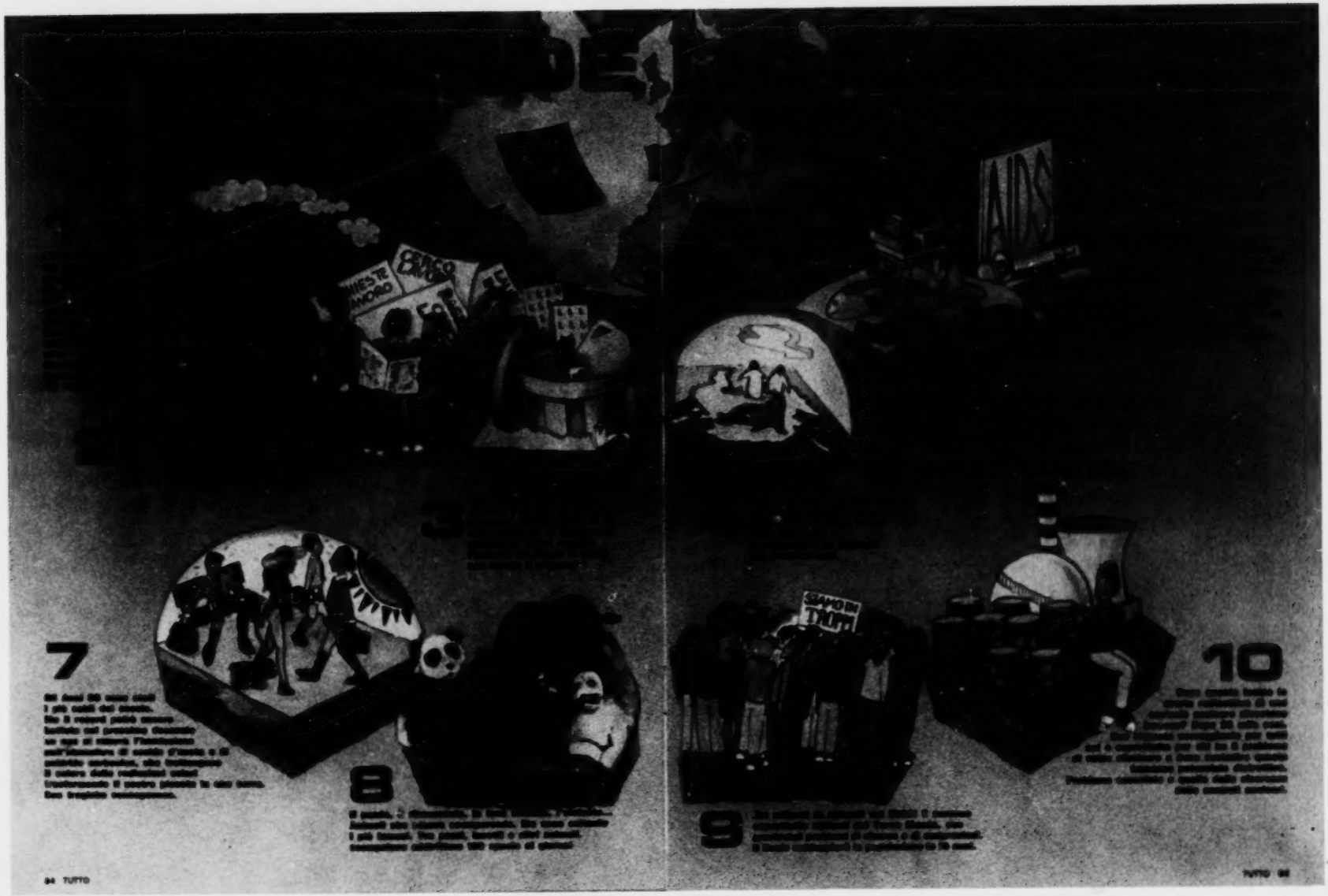
2. Teachers of English and Drama may be able to suggest activities which develop different skills and involve different types of task and which can be easily adapted for use in Italian lessons.

3. Find out the process skills which other departments or faculties in your institution try to promote. Devise language tasks to suit common purposes (e.g. problem solving, analysis, interpretation).

4. Raid other courses/materials for ideas and adapt these to your own ends. Books for teaching English as a foreign language, and materials for teaching other foreign languages are a particularly rich source of ideas for innovative task types and teaching methods. Ideas are not subject to copyright so have one copy of as many books as possible.

5. Shadow a student/class for a day or half a day, if your teaching commitment permits. You may be able to do this if you have a capable student on teaching practice.
The exercise will give you tremendous insight into the total learning experience of students, especially areas of learning difficulty, as well as inspiring new ideas for tasks and methods.

6. Invite other teachers into your classroom to evaluate your performance. Act on their advice. (Learning support teachers are particularly adept at pointing out where you're going wrong and what you can do to rectify matters.)



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Dear Sir/Madam

Request for permission to make copies of copyright material

I am writing to seek permission to make ..... copy/copies of the extract/article referred to below, in order that the extract/article may be used for the purposes of teaching Italian to students who are preparing for public examination at GCSE/'A' level. I consider it important to expose the students to a wide range of written styles, and to help them to develop skills which will enable them to understand Italian as it features in a range of authentic documents.

Author:

Title:

Periodical title:

Volume and date:

Pages:

Total number of pages in the article/extract:

I should stress that the copies would be made available to students for reference and activity purposes only, and would not be source of any financial profit or gain to the school. The source of the extract/article would, of course, be acknowledged on all copies.

If I have not received a reply from you within 6 weeks of the date of this letter, I shall assume that no objection exists and that I have taken reasonable steps to obtain your permission.

Yours faithfully,

7. Share your ideas for tasks with colleagues. One idea often sparks off another. This also establishes your reputation as being 'co-operative'.

8. Try to relate everything you produce/do to broad educational aims. See *Suggestions for further reading*, page 20.

TECHNICAL MATTERS

1. Make sure that you have an adequate supply of essential equipment - paper, black felt-tip pen, scissors, pritt-stick, Tippex, etc. - plus access to a photocopier with enlarging and reducing facilities. Card and paper off-cuts are usually available free from your local printer.

2. Learn to love the word processor
You can store all your materials on disc and make any alterations in the light of experience without needing to start again from scratch. You can also update materials from year to year.

3. File all authentic sources you find under headings - topic areas, functions, grammar, text book units. Ideally you will need suspension files in at least two filing cabinets, but you can make your own storage system using sturdy cardboard boxes and a plentiful supply of document wallets. Most stationery suppliers also stock A4 boxes which are ideal for storing more bulky materials. Write for the *Neat Ideas** catalogue.

4. Pay attention to lay-out and presentation. Don't be tempted, in the interests of economy, to crowd too much text onto one worksheet. Make use of space and frames to highlight important text. (See page 23)

5. Use Tippex to go round the edges of any cut-outs you paste onto the worksheet. This prevents shadowing.

6. Buy the *Instant Art* collection which is copyright free. Simply find a suitable picture, photocopy, cut and paste.

Instant Art. Le Tissier, D. Graphic Books International. ISBN 0 86250 001 X Vol 1 - 0 86250 002 8 Vol 2

7. Buy Andrew Wright's book *1,000 pictures for teachers to copy.* Collins. 1984. This is the language equivalent of *Instant Art.*

8. File one copy of each task centrally so that all members of the department have access. File under topic area, skill area, function, grammar point, text book unit - whichever is applicable, and all five if necessary.

9. Evaluate each task as you use it and write a comment for the central file.
Use coloured dots and symbols to denote the skill, year, ability group, etc, the task is designed for. Some tasks may be suitable for use with a high ability Third Year group and/or with a lower ability group in the Fifth Year, so it is important that your coding system also indicates which groups a task has been used with. Nothing is more discouraging to a lesson plan than a chorus of *We did this with Mrs D when we were in the Third Year.*

ADVANCED TECHNICAL MATTERS

1. Managing teaching is easier if all tasks are arranged on a self-access basis.
Colour-coding according to skill, topic area or task difficulty, etc, will enable learners to help themselves to appropriate tasks.
For this you will need coloured card which you can buy for photocopiers, and something like Transpaseal to prevent damage caused by excessive handling.

2. Putting all tasks available into a computer data-base will make the job of retrieval quicker and less frustrating.

SUGGESTIONS FOR FURTHER READING

General - Language learning

Clark, J. and Hamilton, J. (1984)
Syllabus guidelines part 1: communication. CILT.

Hawkins, E. (1987)
Modern languages in the curriculum. CUP.

Johnstone, R. (1989)
Communicative interaction: a guide for language teachers. CILT.

Littlewood, W. (1981)
Communicative language teaching: an introduction. CUP.

Littlewood, W. (Ed.) (1989)
Developing modern language skills for GCSE. Nelson.

TEFL sources

Brown, G, and Yule, G. (1983)
Teaching the spoken language. CUP.

Byrne, D. (1979)
Teaching writing skills. Longman.

Grellet, F (1981).
Developing reading skills. CUP.

Klippel, F. (1985)
Keep talking: communicative fluency activities for language teaching. CUP.

Ur, P. (1981)
Discussions that work: task-centred fluency practice. CUP.

Wright, A., Betteridge, D. and Buckby, M. (1984)
Games for language learning. CUP.

SI ARRIVA

Leggi questi dialoghi con un(a) partner e compila il registro del gestore.

Nome								PIAZ. N°
A								
B								

A
Gestore: Buonasera.
Signore: Buonasera. C'è ancora posto qui in campeggio?
Gestore: Sì, per quanto tempo?
Signore: Per quattro notti.
Gestore: Sì. E per quante persone?
Signore: Quattro. Due adulti e due bambini.
Gestore: Va bene. Avete la tenda?
Signore: No, abbiamo una macchina e una roulotte.
Gestore: Allora, piazzuola numero ventitre, accanto al campo giochi.
Signore: Ho capito, grazie.

B
Gestore: Buonasera.
Signora: Buonasera. Senta, avete ancora posto per una macchina e due tende, per favore?
Gestore: Vediamo.... per quanto tempo?
Signora: Una settimana. Siamo in quattro.
Gestore: Sì, c'è posto.
Signora: Quanto costa al giorno per persona?
Gestore: Quattromila lire per persona, e poi seimila per una tenda e duemilacinquecento per la macchina.
Signora: Ho capito.
Gestore: Ha un documento, per favore?

Adesso, inventate un dialogo per queste due situazioni, scambiandovi i ruoli.

Nome								PIAZ N°
Mannesoni	2	2	5	1	1	1	–	14
Sella	3		2	1	–	–	1	7

SI ARRIVA

Leggi questi dialoghi con un(a) partner e compila il registro del gestore.

A

Gestore	Campeggiatore
Buonasera.	
	Buonasera. C'è ancora posto qui in campeggio?
Sì. Per quanto tempo?	
	Per quattro notti.
Sì. E per quante persone?	
	Quattro. Due adulti e due bambini.
Va bene. Avete la tenda?	
	No, abbiamo una macchina e una roulotte.
Allora, piazzuola numero ventitre, accanto al campo giochi.	
	Ho capito. Grazie.

Nome								PIAZ N°
A								
B								

B

Gestore	Campeggiatrice
Buonasera.	
	Buonasera. Senta, avete ancora posto per una macchina e due tende, per favore?
Vediamo.... per quanto tempo?	
	Una settimana. Siamo in quattro.
Sì, c'è posto.	
	Quanto costa al giorno per persona?
Quattromila lire per persona, e poi seimila per una tenda e duemilacinquecento per la macchina.	
Ha un documento, per favore?	
	Ho capito.

Adesso, inventate un dialogo per queste due situazioni, scambiandovi i ruoli.

Nome								PIAZ N°
Mannesoni	2	2	5	1	1	1	–	14
Sella	3		2	1	–	–	1	7

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5 Managing learning

WHY MANAGE LEARNING?

1. Because the composition of classes has changed.

- ★ The practice of setting or streaming learners is not as widespread as it once was.
- ★ There is generally more mixed-ability teaching in schools.
- ★ It is difficult for many Italian teachers to set their students because numbers within a year group are often small.
- ★ All classes are mixed-ability to a greater or lesser extent. Within any group you will find both learners of different abilities and learners at different stages of learning.

Attitudes to mixed-ability teaching

There are two schools of thought:

1. Mixed-ability classes enable learners to work in a spirit of co-operation, understanding and tolerance and prevent too early categorisation of slower learners becoming a self-fulfilling prophecy.

2. Mixed-ability classes discriminate against the most able and constantly confront the least able with failure.

It is likely that you will need the skill necessary to teach the full ability range, whether in the same class or in accepting your share of high, middle and low-ability group..

2. Because there is a greater emphasis on learning.

The only man who is educated is the man who has learned how to learn: the man who has learned to adapt and change:...
...Changingness, a reliance on process rather than upon static knowledge is the only thing that makes sense as a goal for education in the modern world. (Carl Rogers)

There has been a move away from teaching solely facts and skills, and a move towards teaching students how to learn and how to acquire skills. As teachers, we cannot learn for our students, we can only help them how to learn.

Promoting in students the ability to *learn how to learn* implies shifting emphasis from solely the teaching of content (Roger's *static knowledge*) to the teaching of process (the ways in which skills and knowledge are acquired). It implies evaluating and reporting progress in different terms. Not claiming: *I've taught my students the names of twenty different articles of clothing,* but saying instead: *My students are now familiar with a range of techniques which help them to learn useful vocabulary*, e.g.

- ★ categorising the clothes according to colour, indoor/outdoor, summer/winter clothing;
- ★ writing lists for Italian pen-friends joining them on a summer holiday/a walking holiday in Snowdonia;
- ★ filling in order forms sent by an Italian mail-order catalogue;
- ★ devising card/memory games to play in groups;
- ★ creating posters advertising the arrival of a shop's Spring Collection;
- ★ inventing dialogues in which they buy certain items of clothing;
- ★ completing/devising a range of word puzzles and brain teasers.

HOW DO YOU MANAGE LEARNING?

- **By reflecting on teacher-learner relationships**

In the past, largely passive students worked through a series of activities determined by the teacher.

No longer is respect the right of the teacher. Respect is something for the learner to question and for the teacher to win. Young learners want to be involved, to be active, and are likely to be fairly intolerant of a teaching style which requires them to remain immobile for long periods of time, soaking up pieces of knowledge which, to them, are unrelated and without a context.

- **By adapting to and accepting a change of role**

Today's teacher must be prepared to relinquish his/her position as controller of classroom activity and become a facilitator. This means that you have to let go of control (decision-making affecting what and how students learn during class time), cease to be the dominant and dominating influence, and share decisions on what goes on in your classroom with your students.

It does not mean that you let go of discipline. Learning can only take place if certain disciplined conditions prevail. Consider the following formula:

> Consultation + discussion + negotiation
> =
> commitment + responsibility

Commitment to what one learns means that learning is more likely to be successful, but commitment cannot be guaranteed without involvement. How often have you been involved in something on which you were not consulted, which was not discussed with you and in which you were denied rights of negotiation... and to which you pledged total commitment?

This does not necessarily mean that you as a teacher give up all rights regarding what goes into your scheme of work.

Sharing ownership of the scheme of work with students means both parties contribute to its development. You retain responsibility for the overall syllabus framework, the long-term plan. Students contribute to that framework on the basis of their own needs and interests. You present your ideas for the next unit of work (these could be a topic area such as Leisure or a language function such as Making arrangements). You then consult and invite the students to make suggestions for activities, vocabulary and grammatical structures which could be incorporated into the unit, e.g.

- What might you want to say about 'leisure'?
- Where or how might you want to say it?

There follows, between you and the students, discussion of the appropriateness and validity of the suggestions, and negotiation of their inclusion or exclusion.

- **By being sensitive to the needs of individuals**

You must be sensitive to
- individual needs, anxieties, personalities,
- individual differences in learning styles and rates of learning,

and concerned to encourage students to
- develop their own learning strategies,
- take responsibility for their learning,
- be self-pacing and self-assessing.

Discuss with younger classes, at the very beginning of your relationship, the notion that people learn at different rates and that everyone, at some point, will experience some form of learning difficulty. Speed is not important, nor are the difficulties if they are overcome. What is important is that learning does take place. Getting to your destination effectively and enjoyably is more important than the actual journey time.

Success is important to all learners. It increases self-image and promotes confidence in learning. Set realistic and explicit targets for students, and fix a limit on the amount of time you estimate it will take to reach them. They are more likely to be motivated by, and committed to, **short-term targets**.

PERSONAL PROGRESS CARD

UNIT 8

Now I can...

		TU	AMICO/A	PROF
1.	Say what my name is	✓	MC	✓
2.	Say where I live	✓	MC	✓
3.	Say where I come from	✓	MC	✓
4.	Say my nationality	✓	MC	✓
5.	Ask other people their name	✓	NG	✓
6.	Find out where they live	✓	NG	✓
7.	Find out where they come from	✓	NG	×
8.	Find out their nationality	✓	NG	×
9.	Discuss different leisure activities with a friend			
10.	Make arrangements to do something with a friend			
11.	Arrange where to meet			
12.	Arrange when to meet			

Activities

1.	Get to know a friend's Italian visitor	✓	NG	×
2.	Make arrangements to do something with a friend			
3.	Understand a note about arrangements			
4.	Write a note to a friend giving details of arrangements for the next day			

EXTRA ACTIVITIES

Make note of any other activities you did during work on Unit 8

① I made a cassette to send to my Italian pen-friend.
I told her about myself and where I live.
I recorded some questions for her to answer next time.

② I interviewed Paola, our Italian assistant, and found out where she lives, where she comes from and what she likes doing in her free time.

③ In a group we made a poster illustrating all the different things you can do in Belford. We made labels in Italian for all the different activities on the poster.

PERSONAL RECORD CARD

UNIT 8

At the end of Unit 8 I think I can do the following:

Introduce myself and get to know someone else.
Arrange what to do with an Italian visitor and work out where to meet and when.

Student: Sarah Baker

Classmate: Jo Mills

Date: 3rd June

At the end of Unit 8 my teacher thinks I can do the following:

Introduce myself and get to know someone else.

Teacher: J. Welding

Student: Sarah Baker

Date: 4th June

I have read the above and have discussed it with Sarah

She thinks your view of ~~his~~/her progress is accurate/~~not accurate~~.

I would like to talk to you on this subject.

I would welcome immediate notification if Sarah experiences learning difficulties, loses interest or motivation or becomes disruptive.

Parent: P. M. Baker

Date: 6th June

The progress cards show students where success can lie and in general are a valuable support to learning. (See on pages 26, 27 and 28)

The student/teacher columns help learners to monitor progress and to monitor it realistically. When they can do an item on the card or they have completed an activity, they put a tick in the student column. They then ask one of their peers to confirm their self-assessment by testing them on the item or checking the activity. If the classmate is satisfied, he/she initials the tick.

They can then submit themselves to the teacher for assessment. And if the teacher cannot endorse the tick, woe betide the owner of the initials!

This can be on a very basic level, e.g.

- can the student count from 1-20?

This form of positive assessment (Now I can...), is more likely to lead to successful and stress-free learning.

The progress card provides students with a record of their work and a revision aid.

But beware: a progress card that lists nothing more than items of grammar and vocabulary, can cause more problems than it solves. The progress card should state the purpose for which it is necessary to learn these items of vocabulary and grammar and how they will be used communicatively, e.g.

NOT	Now I know the names of fifteen places in town.
BUT	Now I can ask the way to important places in town.
NOT	Now I can use the lst and 2nd person forms of verbs in the Perfect Tense.
BUT	Now I can talk about what I did last weekend and ask others.

- **By reflecting on classroom practice and methodology**

Recognition that every class is, to some degree, mixed-ability might be one reason for the recent swing from teacher-centred to **learner-centred** education.

Dangers of teaching towards the middle

In any class, teacher input is normally aimed at the middle of the ability range. Consequently, maintaining the interest, attention and comprehension of the whole class is a risky business. Slower learners often cannot keep up with the pace, and quicker learners become bored, switch off and may never switch back on again.

What happens as a result?

Slow learners, and even some quick learners, often express their displeasure and inability to cope (in whatever sense) in the form of disruptive behaviour. Even the target audience, the students of average ability, are aware of their classmates' frustration, and frustration can be catching.

Lock-step teaching v. individuality and sensitivity of approach

Lock-step teaching, or forcing all students to simultaneous progression through the syllabus, is at variance with a concern to cater for individuality.

Solution

If concern is to be supported by positive action, then you will need appropriate **student materials** for

- paired, group and individual activities on different levels of difficulty,

- practice in speaking
  listening
  reading
  writing and
  grammar skills.

and **materials** which create conditions where

- learning difficulties can be diagnosed and remedied,
- able students can maximise their potential,
- new language can be combined with old and applied to real life situations.

Activities which allow for differentiation

With speaking and creative writing activities, the task itself can often be the same for all levels: **differentiation is achieved in student performance**, e.g.

- fluency, appropriacy, accuracy.

With listening and reading activities, the same stimulus can be used at more than one level. **Differentiation here is achieved by the nature of the task**, e.g.

- questions which direct less able students to specific items,
- more open-ended questions which give no help in extracting the information, for the more able.

If the easier task is put before the more difficult task, then some lazy, but more able students may choose to conserve energy by only doing the easier task. At least such students have had the opportunity to attempt the more difficult task, and in private you can discuss with them how they are failing to achieve maximum potential and encourage them to be more realistic in their choice of task next time.

Advantages of a materials bank

- It gives the teacher greater opportunity for effective monitoring and managing of students' learning.

- It attempts to promote in students themselves independence (to make choices about activities, to work at their own pace and level) and co-operation (by working in pairs or groups).

PRACTICAL ADVICE

i. *With pair and group activities, there is a danger that a lock-step progression will develop where pairs or groups march in time with each other.*

Insist that pairs and groups keep changing personnel. While it is obviously vital that students feel secure in their learning, they must also be encouraged to take risks and to push themselves to the limits of their ability.

ii. *There is a danger that pidgin Italian, a form of language quite intelligible to members of the pair/group, but totally impenetrable to even the most tolerant native speaker may develop.*

The greatest deterrent to pidgin Italian is, of course, regular teacher participation in, or monitoring of, pair/group work. Don't be tempted to devote most of your time and attention to students who are experiencing difficulties. Anything may be happening to the Italian going on behind your back!

Encourage the combinations in groups and pairs to change regularly.

iii. *There is a danger that if students are offered a choice of activity they will not necessarily choose a balance of activity. It is important for their language development that they have practice in all skill areas and not just in those they are good at.*

Keep an eye out for the shy student who tries to avoid speaking tasks, for example, and get him/her to speak to you during pair/group work until your praise and encouragement have instilled enough confidence for him/her to work with other students.

iv. *There is a danger that, if the approach described above is mismanaged or is used all the time, the students will be sentenced to 'death by worksheet'.*

v. *There is a danger that the same types of task and response will be used over and over again.*

Collaborate with colleagues in order to devise a variety of types of task and student response.
Listening and reading comprehension can be monitored by means other than written responses, e.g. students listen to or read instructions on how to wire a plug, and then go ahead and do it.

vi. *Don't be discouraged from whole-class activity some of the time.*

Backed up by appropriate visual and audio resources, teacher-to-class presentation is still the most cost-effective way of introducing new language and of practising it in the initial stages, before language difficulties become apparent.

vii. *Use Italian when talking to the class*

Teacher-to-class dialogue, along with sound and video recordings provide a model for speaking Italian.
Use Italian to give classroom instructions, then students will be regularly exposed to unprocessed, spontaneous Italian, and will have to develop listening skills to a high level.
Receptive understanding, especially in young learners can be considerable; take full advantage of it.

viii. *Communication v. accuracy*

Ensure that students recognise the difference between language practice activities (where accuracy is important) and communicative activities (where conveying meaning is the crucial factor).
Learn not to interrupt, especially during communicative activities, while at the same time taking a mental or written note of what mistakes are being made, for use as a basis for future teaching and learning.

- **By pressing for adequate resources**

To implement different and differentiated activities successfully, you will need many of the following items:

Hardware

1. cassette/tape recorders
2. listening centres and headphones
3. OHP, screen, white board
4. video recorder and camera
5. slide projector
6. computer/word processor (for student and teacher use)
7. uni-directional microphones (for recording in a noisy room)
8. foreign language assistant, native speaker, senior student (to help with material development, presentation of new language, monitoring of learner activity)
9. learning support teacher (to advise on appropriacy, lay-out, etc of activities)
10. technician (to set up equipment, record educational programmes, etc.)
11. satellite dish and video editing facility
12. audio active peripheral wall units (to replace fixed language laboratory)
13. database for all self-access materials (e.g. QUEST or similar chip fitted to micro computer)
14. electronic mail box (modem attached to computer and access to external telephone line necessary).

Software

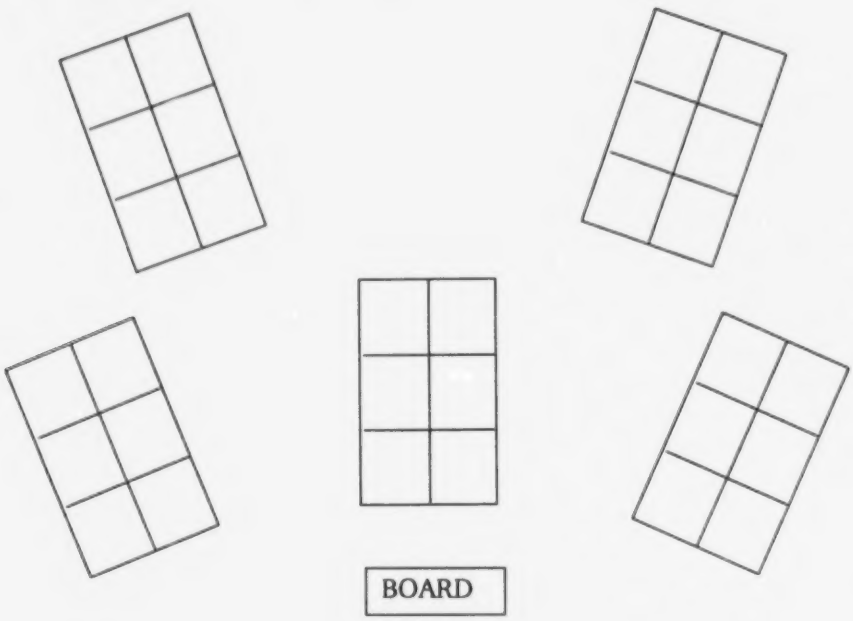
1. recorded audio and video cassettes
2. blank audio and video cassettes on which students can keep a record of their progress
3. filmstrips, slides
4. computer programmes, blank disks
5. OHP transparencies and pens
6. course books, readers, magazines, newspapers
7. flashcards
8. wall displays (e.g. to highlight new language, give instructions, chart learner activity/progress)
9. scissors, glue, coloured pencils
10. limitless supplies of paper and card.

- **By organising resources efficiently**

All software and the bank of student materials must be clearly labelled and strategically placed so that students can find them easily. They can be stored in document wallets, bankers' boxes, wire trays, lids of boxes in which A4 photocopying paper is sold (cf *Neat Ideas** Catalogue).

Explain to students where software is located. Underline the necessity for everything to be returned to its proper place.

Ensure that students can find, set up and operate the hardware, and treat it delicately, otherwise you will be plagued constantly with requests for equipment, activities, repair, etc. when you are really needed to help individual students with their work.



- **By organising the classroom effectively**

Desks arranged in single or double rows facing the blackboard pre-suppose a methodological approach which is teacher-centred and which will hamper effective group interaction and activity.
Arranging desks/tables in groups of six so that no student is sitting with his/her back to the blackboard, and the teacher when he/she is addressing the whole class, can work very well.
See: *Developing communicative skills.* Pattison, P. CUP. (1987).
For a class of 30, desk/tables can be arranged as above.

Conclusion

Foreign language teachers can lead students not only towards communicative competence in the first or second foreign language, but also towards an awareness of **all** language, a tolerance of other cultures and an ability to transfer acquired skills and attitudes to the learning of other languages, the last of which will become increasingly important to economic welfare and political understanding.

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. (Confucius)

SUGGESTIONS FOR FURTHER READING

Geddes and Sturtridge. (1982) *Individualisation.* Modern English Publications.

Rogers. (1979) *Freedom to learn.* Merrill Publishing Company.

Bringing the country into the classroom 6

In this section you will find ideas and suggestions which will help you to create an environment in which your students will enjoy learning Italian and an environment in which they can learn more about both the language and the culture and civilisation of Italy and Italian-speaking communities.

THE LOOK OF THE CLASSROOM

You can create a lively, exciting and stimulating atmosphere by displaying a variety of visual materials around the room. Change displays regularly. Encourage small groups of students to help you mount and change displays.

Posters, postcards, advertisements in magazines, realia, leaflets, maps, etc.

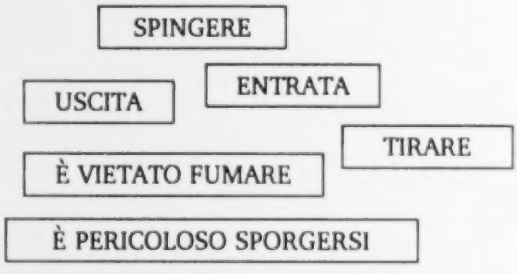
Aziende Autonome del Turismo, supermarkets and *Edicole* will usually let you have discarded posters.
Italian magazines contain a wealth of advertisements which can be mounted to make attractive displays.
SPRAYMOUNT (aerosol adhesive) makes pasting and sticking quicker and easier.
Alternatively, simply staple items to the notice board.

Themes

If you file posters, cards and advertisements, etc under topic headings you will often be able to mount a display relating to a certain theme, e.g. *il mangiare, le bibite, la Sicilia, la moda e i vestiti, in città*, etc.

Food packaging
Collect empty packets, boxes, sachets, bottles, labels, etc. during visits to Italy. Use these to create a shop corner with price labels and signs such as OFFERTA SPECIALE, PREZZI BASSI, etc. Ask your Italian assistant and friends visiting Italy to bring back useful items. Exchange parcels containing such items with your link school.

Signs and notices
Display signs and notices in appropriate places around the room. These can be made by students, e.g.



etc.

Label objects in the room which you refer to during lessons. This will help students to become familiar with their names and will encourage them to refer to them in Italian too, e.g.

etc.

Students of all ages and abilities will enjoy seeing their own work (individual, pair, group) on display. Here are some suggestions:

★ theme *'Alla Stazione'*
★ signs hanging from the ceiling, e.g. BIGLIETTERIA
students make signs with Italian on one side and English on reverse.

★ theme *'L'Abbigliamento'*
students cut out pictures showing different articles of clothing, labels in Italian.

★ theme *'Le Vacanze'*
Students cut out pictures of different activities and write labels to express what they do during the holidays,
e.g. *faccio del windsurf, nuoto, gioco a calcio, vado a sciare*, etc.
★ letters, photos, etc. received from Italian penfriends
★ letters, surveys, articles, realia received in class-to-class correspondence
★ stories and poems written by students
★ project work completed during visits to Italy.

Calendars
If you are unable to obtain an Italian calendar, make one with strips of paper. Get students to take responsibility for changing the date each day.

Natale, Pasqua, Carnevale
Display cards, pictures, information, work by students at the appropriate times of year.

Basic vocabulary
Fill spaces with groups of associated words,
e.g. a number frieze with the numbers and words in Italian;
a colour chart with labels in Italian.

THE SOUNDS OF ITALY IN THE CLASSROOM

Buy recordings of Italian songs. Play these as students are arriving and leaving and during break and lunch times.

BBC Radio Bedfordshire is available in Bedfordshire, Hertfordshire and Buckinghamshire.
Chiltern Radio (Beds, Bucks, Herts) broadcasts a dedication programme in Italian *'L'Ora Italiana'*, on Monday evenings at 21.00 on 792 khz am/medium wave.

While students are working quietly on reading or written tasks, you could play extracts from tapes which they have listened to in previous lessons.

Radio and television
See section on *Finding authentic materials* on page 15.
Although many of these materials will be used primarily for teaching/learning purposes, many students will be keen to watch videos in Italian during break and lunch times.

Set up a video and tape library scheme to enable students to watch and listen to Italian at home.
Ask your Italian exchange school to compile a video with extracts from Italian TV programmes such as advertisements, weather forecasts, children's TV, soap operas which are also shown in the UK, etc. British and Italian video systems are compatible. Make a similar compilation to send back to Italy.

Use Italian as much as you can when speaking to your students both during Italian lessons and when you see them around the school.

Make the most of any opportunities to bring native speakers into your lessons (see page 37).

Assistants
If you do not already have an Italian assistant, talk to your Head teacher and to your Languages Adviser/Inspector and put the case for the appointment of an assistant from the following September. As a first step, you may need to suggest sharing the assistant with another local school where Italian is also taught.

The assistants scheme is administered on a national level by the Central Bureau*. The appointment of Assistants, however, is the responsibility of individual LEAs and LEAs are instrumental in determining the number of assistants involved in the scheme.

Seek the support of your school's governing body. Point out that:

- GCSE and 'A'/'AS' level emphasise practical use of the foreign language.
- Both teachers and students need the assistance of the Foreign Language Assistant as an important resource.
- Your students and colleagues are at a disadvantage when compared to students and teachers in authorities where schools do have assistants.
- The authority is depriving teachers of Italian of a vital tool.
- If few Italian assistants are appointed in British schools, fewer British undergraduates have the opportunity to spend a year in Italy as part of the reciprocal arrangements.

If you do have an assistant, make the most of opportunities to teach as a team, to act out scenes to your classes and to work with small groups of students. It is important that your assistant has a specific task to carry out when working alone with small groups of students. This will necessitate going through the task and the learning objectives together before the lesson.

If your Italian assistant knows other native speakers living locally, he/she may be willing to make audio and/or video recordings.

Find out more by reading:

Using the Foreign Language Assistant: a guide to good practice. (1977) NALA in co-operation with CB and CILT.
The Head of Department: a guide to good practice. (1984) MLA Practical Handbook No. 3.

Visitors
Encourage Italian visitors, such as students and staff on an exchange visit, to come into lessons. Students who are not involved in the exchange will enjoy meeting Italian students and conducting short interviews with them.

Ensure that both Italian and British students have a specific task to complete, e.g. students prepare questions to put to the visitor in an interview. They then conduct the interview, recording his/her answers on tape. They then write an article for the local newspaper: Italian visitors interviewed at local school... and/or they write an article in Italian for the faculty publication of students' work.

If you are able to prime your visitor in advance, you could ask him/her to enquire about local facilities, to seek the students' advice on using local buses, ideas for presents and souvenirs, where to go to buy them, etc. Try to relate the topics on which your visitor will seek advice to those you have covered with the class recently. Give your students opportunities to show what they know and can do.

Helpers
If you teach Italian in the Sixth Form, arrange for sixth form students to help during lower school Italian lessons. They can help younger students working in pairs, or individuals needing help with reading or writing activities. Your sixth formers will find that their understanding of Italian will be consolidated and they will experience a great feeling of satisfaction when they realise that their knowledge of Italian is helping others to learn.

PGCE students
Contact a teacher training establishment which trains teachers of Italian. You may be able to provide valuable opportunities for such students to observe and participate in Italian lessons. These centres may be keen to establish links, especially if you are able to offer enough Italian (and French) teaching for a student to complete his/her teaching practice in your school.

THE WRITTEN WORD

Build up a collection of Italian magazines, newspapers, comics and readers. (cf page 16). Keep recent numbers on display in the classroom.

Encourage students to browse through magazines and comics at breaks and lunch times.

Start a library loan system to enable students to take magazines, etc home.

Attach a sheet of A4 to the inside cover of magazines and ask students to give references to articles, jokes, etc that particularly interested them.

Students on courses such as 'A'/'AS' level, or a FLAW scheme, will need to refer to newspaper and magazine articles in order to complete course work. Make one copy of useful articles and advertisements in case the originals disappear (cf section on copyright, page 19).

Publish a yearly or termly magazine including work by students of all ages and abilities, e.g. letters, reviews, cartoons, illustrated stories, letters received from penfriends, excerpts from project work and diaries completed on visits and exchanges, photos, etc.
Mount a joint publication with the English department.

Older and/or more advanced students will enjoy writing stories and cartoon strips for students in other classes. Other forms of written material can be successfully exchanged between classes, e.g. menus devised by a first year class can be used as the basis for role play activities to be performed by fifth year students.

PEN FRIENDS

The Central Bureau, 16 Malone Road, Belfast BT9 5BN may be able to provide you with names and addresses of children in Italy seeking penfriends in the UK. Alternatively, they will be able to send forms for those seeking penfriends in Italy to fill in.

Write to: The International Penfriend Service, Bellavista, 10015 IVREA, Italy.
Write for the Central Bureau* leaflet: *School and pupil exchanges.*

Magazines such as *TUTTO Musica e Spettacolo* usually contain a number of personal adverts placed by Italian young people seeking penfriends abroad. Your students could reply to any that interest them or place their own advertisements.

Students don't need to write entirely in Italian. If they agree with their penfriends to write part of each letter in their own language, they will get valuable experience of reading in the foreign language. Encourage them to exchange photos, magazine articles, cassettes, etc. as well as letters.

CLASS-TO-CLASS LINKS WITH ITALY

Cf Central Bureau* leaflet: *School and pupil exchanges.*

A class-to-class exchange of materials will keep your classroom in touch with contemporary Italian life. For information on establishing links with schools in Italy, see the section on Visits and Travel.

It is best to negotiate the terms of the materials exchange with colleagues in Italy, e.g. you might agree to set up an exchange between your 4th Year class and the *Prima* or *Seconda Classe* in a *Liceo Scientifico.*

Agree to dispatch material on set dates, e.g. the first Monday of each month.

Draw up a plan of the materials to be exchanged each month, taking into account the interests of your students, their abilities, the topics you will be covering during the year, material which your Italian partners will find interesting.
Some of the materials can be sent in Italian, some in English. This gives students in both groups opportunities to read and listen to the language they are learning and to use it to express their ideas on tape and in writing.

A materials exchange plan might look like this:

October:	Exchange personal letters about self, family, pets, etc + photo
November:	Send Italian group information on Halloween and Guy Fawkes. Italian group sends information on volcanoes in Italy which could be used for work going on in Geography. (Any cross-curricular opportunities need to be established in advance by consulting colleagues in other subject areas. You will need to find out **what** materials will be useful and **when** they will be needed.)
December:	Exchange of Christmas cards + recordings of carols + words and music.
January:	Exchange surveys on Christmas presents received.
February:	Italian group sends information on *Carnevale*. UK group sends information on school, reports, timetables, maps of school buildings, etc.
March:	Exchange cassettes: Students interviewing each other about hobbies.
April:	Exchange cartoon strips depicting Easter, Easter holiday activities.
May:	Exchange recipes for favourite dishes.
June:	Exchange of games and puzzles.

Other items to exchange:

Riviste - ask your students to bring in old comics and magazines and send these (paper rate) to Italy in exchange for magazines the Italian class no longer needs.

Videocassette, Cassette

Realia : *menù, biglietti per l'autobus, orari, dépliant*, etc.

Francobolli, cartoline, etc.

Articles for course and topic work on 16+ courses.

The Central Bureau* offers grants to teachers who wish to visit Italy in order to meet teachers there with a view to setting up exchanges.

CAMPUS 2000 AND ELECTRONIC MAIL

Campus 2000 subscribers can communicate with other Dialcom (a British Telecom company) system users worldwide. There are many ways that this feature of the service can be used in modern language teaching. Pupils in schools in different countries can exchange mail in order to practise their language skills and to find out about different cultures.

Campus 2000, in conjunction with CILT*, also provides a comprehensive and expanding information service.

Contact: TTNS, PO Box 7, 214 Grays Inn Road, London WC1X 8EZ. Ask for information on CAMPUS Modern Languages.

7 Visits and travel

SCHOOL VISITS

Ski trips, as well as organised visits to other centres, can provide plenty of excellent opportunities for students to gain initial experience in using their Italian.

A visit will generate interest and enthusiasm amongst the students and will give them the confidence to take part in a home-to-home exchange scheme in future years.

Start planning and preparing for a school visit to Italy at the earliest possible opportunity. This may mean making arrangements as much as a year ahead.

The **checklist** which follows will help you to get the trip off to a smooth start.

- Obtain a copy of the LEA's statement of policy and procedure regarding schools visits and out-of-school activities.
- Check the most recent regulations regarding payment for trips and exchanges. The DES issues guidelines on charging and the payment of voluntary parental contributions.
- Study the brochures published by schools travel organisations. These are usually sent directly to schools.
- Work out which trips best meet your needs. Have a second choice ready in case your first choice is already fully booked.
- Consult your Head teacher and seek his/her approval. He/she may want to know about provisional dates, costs, numbers, staffing, etc.
- Check with the keeper of the school diary that dates do not clash with other trips, field work, public examinations, sports days, concerts, plays, etc.
- Contact the tour operator and make a (provisional) booking for the dates agreed above.
- Confirm the dates with the keeper of the school diary.
- Circulate a letter to parents/guardians of students concerned, giving as much information as you can about the trip and asking for a deposit if they wish their son/daughter to be considered for a place.
- Put a list of students to be considered on the staff room board and ask members of staff to let you know if there are any reasons why a student should not be allowed to participate.
- Adopt a 'pay by installments' scheme so that parents and students do not have to pay a lump sum.
- Announce an over-estimated price. That way you have money for the emergency reserve fund and you don't need to ask for more money at the last minute. Parents will be delighted to receive a refund once the trip has been completed.
- Always issue receipts for money you collect. Cheques are much safer than cash.
- Arrangements may exist for providing financial assistance for students who may not be able to afford the trip. Ask your Head teacher.

- Make sure that you fill in the necessary LEA forms relating to out-of-school visits, leave of absence, etc. for all staff concerned.

- Make sure that you have adequate insurance cover. Photocopy details of cover for parents and suggest that they take out additional cover if they think it necessary.

- Ensure that everyone has a valid passport and/or make arrangements to obtain a group passport. Some non-UK passport holders may need a visa.

- Ensure that everyone obtains form E111. This enables you to obtain medical attention under reciprocal EC arrangements. Your local DSS office will supply application forms.

- Arrange return transport from school to airport/station.

- Change enough money into Italian currency to cover emergencies, delays at Italian airports, etc.

- Hold a meeting for parents and students. This gives parents an opportunity to ask questions and allows you to supply further details and to lay down the law publicly!

- Invite other members of school staff and parents to take part in the trip. Why not suggest that the Head might wish to come along?

- Consider putting on a crash course to enable staff and students who have no knowledge of Italian to acquire at least enough to get by in basic situations or to read shop signs. Your Italian students could help teach them.

- If you are visiting major cultural centres, prepare your group by arousing their interest and enthusiasm and by providing information which will help them appreciate things more fully when they see them for themselves at first hand.

- You will want your students to get as much out of the trip as possible from a linguistic point of view. Even ski trips provide students with plenty of opportunities to practise using and understanding Italian.

- One of the best ways of ensureing that everyone has a go at using the language is by giving the whole group/pairs/individuals specific assignments. If the assignments are completed in pairs, each pair can then present their findings to the class as a whole and to other classes when you return to school.

Assignments might include tasks such as the following:

Cost of living comparison:
Il costo della vita: Italia/Gran Bretagna

Before departing for Italy

- all students draw up a list of items which a family of four would need to buy during the course of a week in order to live. ☐
- involve parents in the compilation of the list. ☐
- students conduct a survey to establish the cost of all the items on the list in local shops. ☐

Whilst in Italy

- students conduct a survey to establish the cost of the same items in Italy.

On return from Italy

- students present their findings to the rest of the class and to parents
- whole class involved in presenting the results of the survey in written/diagrametric form
- whole class involved in drawing conclusions and presenting them.

Encourage your students to produce albums containing photographs and postcards, and an account of their experiences and impressions. This is invaluable, both in its own right, and for exhibition at parents' evenings. So is a jointly produced visual record of the trip for display at school, to generate interest and enthusiasm for Italian. Capitalise on the trip. Once you've done it, flaunt it!

HOME-TO-HOME EXCHANGES

A number of towns in the UK already have

twinning links with Italian towns and cities. If there is an existing link between your town and somewhere in Italy, it may be possible to establish contacts with teachers of English in one of the schools in that town. Exploit existing links since other members of the family may well be keen to become involved in the other exchanges which take place, such as between football teams, brass bands, etc.

Representatives of the Local Authority, the Town Council or the local Community Twinning Association will be able to give you further information about existing links and arrangements. Find out more by contacting the Joint Twinning Committee*.

If there is no link between your town and Italy, and you have no useful contacts of your own, contact the Central Bureau*. The Central Bureau may be able to help set up exchanges based on reciprocal homestay hospitality. Ask for the leaflet entitled *School and pupil exchanges*.

Useful Central Bureau publications:
Home from home
Study holidays

Once you have established contact with a school in Italy, your first job will be to agree on dates for both visits. Many of the notes on pages 40-41 will be useful at this stage.

Points to consider

- Make sure that your Italian colleague agrees on the terms of the exchange, e.g.
  - students to be paired according to interests/sex/age, etc and not according to family background.
  - host family pays for all outings while guest is staying.
  - students pay for their own presents, souvenirs, postcards, sweets, etc.
  - host school will arrange X outings/day trips for visiting students.
  - visiting students to attend all lessons with partners.
  - visiting students to be involved in making recordings for use in language lessons in host school.
  - student payments to cover return travel to host school, insurance, pocket money, day trips for visiting students.
- Ask prospective participants to complete a questionnaire. Both schools could use the same form. Questions and headings can be given in both languages. Information under these headings may be useful:

Occupazione del padre
Father's occupation
Occupazione della madre
Mother's occupation
Componeti adulti del nucleo familiare
Who lives at home?
Fratelli, sorelle
Brothers and sisters
Età
Ages
Animali domestici
Pets
Famiglia di fumatore/non-fumatore
Smoking/ non-smoking household
Hobby, Passatempi, Tempo Libero
Hobbies, interests, free-time activities
Camera singola
Visitor will have own room
Camera da dividere con il partner
Visitor will share with partner
Ti displacerebbe ospitare un partner di sesso diverso dal tuo?
Would you mind being paired with a boy/girl?

- Decide who is going to arrange the pairing of students.
- Complete the pairing exercise as early as possible.
- Encourage students to write to each other on a regular basis.
  Suggest topics and themes for letters. Many students will prefer to write a short paragraph in Italian and then continue their letter in English. If the Italian students work along similar lines, your students will get excellent practice in reading comprehension.
- Encourage participants to ask their Italian partners to find pen-friends for those who are unable to take part in the visit to Italy.
- Encourage students to exchange photos, old magazines, stamps, cassettes, etc. You will be able to use the items they receive in Italian lessons.

ASSIGNMENTS

If carefully planned and prepared, assignments can involve all the students, both those who are and are not involved in the exchange itself, and can be of tremendous value and interest to both your students and to the students in your exchange school.
For example:

Before departing for Italy

- all your students research a topic which can be presented to your exchange school, e.g. students conduct a survey of playground games played by pupils in your school, common types of jokes, such as knock-knock jokes, political jokes, etc.
- students prepare tape-slide sequences, record people singing rhymes, telling jokes, prepare an illustrated, written record of games/jokes.

Whilst in Italy

- students present the results of their survey to host school
- students conduct a similar survey of playground games/jokes in Italy, recording the results of the survey in similar ways.

On return from Italy

- students present the results of the survey conducted in Italy to those not involved in the exchange.
- whole class involved in comparison of both surveys, drawing conclusions, etc.

It will probably be easier for students to make cassette and video recordings (e.g. of TV adverts, familiar soap operas dubbed into Italian, etc) on an exchange visit than on a ski trip.

When the Italian party visits your school, encourage those who were/are unable to go to Italy to help look after Italian visitors.
Record interviews with visiting students and teachers.
Make arrangements for your Italian visitors to take part in lessons with other groups (cf page 37). Many students will be encouraged to take part in the exchange themselves in future years.

PRIVATE VISITS

Encourage students who get on well with their exchange partners to maintain their contacts and to go back to stay with their Italian family.

Older students may decide to arrange their own home-to-home exchanges. The Central Bureau* publications *Home from home* and *Study holidays* give details about existing opportunities.

Summer jobs in Italy

The Central Bureau* publishes a guide to *Working holidays abroad* and organisations such as the International Voluntary Service (IVS) run international volunteer programmes in a number of countries.
Discuss possible private visits with the parents of the students concerned before making any arrangements on their behalf.
Experiences vary dramatically and the last thing you want is to be held responsible for anything that might go wrong.

Find out more by consulting:

Portes ouvertes: guide pratique des échanges éducatifs. (1987) Van Daal-Hartong, A-M, Coyle, D. and Evertsson, J. FIPF (available from ALL*).

8 Assessing progress

WHAT IS ASSESSMENT?

Assessment means evaluating critically, but constructively, the way in which things are going. Effective assessment will lead to more effective teaching and learning.

Assessment involves:

- you evaluating your own teaching
- you evaluating the progress and attitude of your students
- your students taking an active part in the evaluation of their own progress
- your students evaluating each other's progress
- your students evaluating the teaching/learning process and providing you with relevant feedback.

Your students will respond much more positively to what goes on in lessons if they feel that they have a stake in the proceedings and if they are able to discuss and negotiate what they learn and how they are to learn it, if they have a clear idea of the learning objectives and if they know that they will find out not only where they are going wrong, but **how** they can remedy problems and difficulties.

It is important that students learn to take responsibility for their own learning and for that of each other. It is also useful if they learn how to provide you with constructive feedback on the teaching/learning process. Personal responsibility, group responsibility, cooperation, collaboration, etc are all important life skills which we as Italian teachers can help to foster.

Consult: CILT Information sheet: *Profiling, coursework and continuous assessment: a list of references.*

Evaluation and testing in the learning and teaching of languages for communication. Council of Europe, Strasbourg. (1988).

ASSESSING STUDENT PROGRESS

Assessment is not testing.

- Students should only be assessed when they have a good chance of completing the task successfully.
- Assessment activities aim to show what the student can do and therefore should be expressed in positive terms.
- If the student fails to meet the criteria for successful completion of the task, he/she should be told what skills he/she still needs to master and be given an opportunity to complete the task again at a later date.
- Assessment tasks only assess those skills which the student has been taught and has had opportunities to practise adequately.
- Assessment tasks involve no trick questions and do not aim to catch the student out.

GRADED OBJECTIVES IN MODERN LANGUAGES (GOML) AND GRADED TESTS

Syllabuses and tests have been devised by GOML groups, usually under the auspices of the LEA, and range from Level 1 to Level 5. Each level indicates a defined level of competence to be demonstrated by the student.

The tests give pupils of all abilities realistic goals to aim for, which are within their reach. The achievements of the student are acknowledged by the award of a certificate. Research has shown that the Graded Test movement has increased motivation among learners and has encouraged more positive attitudes towards language learning.

See: *Graded objectives and tests for modern languages; an evaluation*. Buckby, M. et al. Schools Council. (1981).

Languages step by step: graded objectives in the UK. B Page and D Hewett. CILT. (1987).

The Northern Examining Association (NEA) offers accreditation for **existing** Graded Objectives Schemes in Modern Languages at levels 1-3. The accreditation takes the form of a statement of endorsement which can be added to the Group's existing graded objectives certificate. Detailed criteria and procedures for submission, validation and monitoring of schemes are available from the NEA 'home' board.

Graded Tests in Italian have been devised by a number of LEAs. Details of authorities and test levels may be obtained from the most recent edition of *GOML News*, available from CILT*.

Where no graded tests exist in your own authority, it is possible to make arrangements to use the tests devised by another. An administrative fee may be charged. Write to the person whose name and address is given in *GOML News*. The language teaching library at CILT* has a large collection of GOML syllabuses, tests and materials for reference. If you wish to purchase copies, write to the group concerned.

9 Public examinations

GCSE

Italian is offered by these examining groups:

1. Northern Examining Association (NEA)*
2. Southern Examining Group (SEG)*
3. London and East Anglian Group (LEAG)*
4. Northern Ireland Schools Examining Council (NISEC)*

Deciding which syllabus to adopt

Write to the different examining groups and ask for copies of the syllabus for the year in which your students will be sitting the exam. Ask for specimen papers, past papers, Chief Examiners' reports and information for teachers on assessment of students in different skill areas.

Study the syllabuses and papers in detail. Choose the syllabus which most closely fits your teaching approach.
Be prepared to put your case for using a new or different group. It is possible for any school/college to use any of the examining groups.
You should be able to determine your teaching approach and then select the most appropriate syllabus for your students. Try not to allow the least appropriate syllabus to influence what goes on in your classroom.

Planning a scheme of work

In order to ensure that your students cover all the relevant topics on the syllabus and that they have had opportunities to develop all the necessary skills, you will find it useful to draw up a scheme of work. This is a detailed outline of the teaching programme for each year group and/or set. The teaching programme should aim to go beyond the examination syllabus and to extend the students to the best of their ability. It should ensure that the language required by the examination syllabus is practised in mixed topic and mixed skill situations.

If you are planning a scheme of work for an examination group such as a fifth year class or a group of students following a one year course to GCSE, you will need to consider the likely entries for the students in the class. All students are required to sit the reading, listening and speaking tests at Basic level. You decide which additional papers individual students should sit.

Decide on an order and time allocation for covering each of the topics on the syllabus. Identify materials which will enable you to cover the topics and which will develop and provide practice in the relevant skills.

For further information on devising a scheme of work see:

Teaching GCSE - modern languages. Bird and Dennison. (1987) Hodder and Stoughton.

The Head of Department: modern languages. (a discussion document). NALA*.

Producing a scheme of work. (A guide for Modern Language Departments). NALA.

Available from: NALA Sales*

Making the entries

It will be your job to decide which papers each student should be entered for. With 24 different entry combinations, this may well

seem a daunting and complicated task. The grid below sets out six possible combinations; the syllabuses explain how different combinations can be made.

combination	BASIC				HIGHER			
	Read	Listen	Speak	Write	Read	Listen	Speak	Write
1	✓	✓	✓					
2	✓	✓	✓		✓			
3	✓	✓	✓			✓		
4	✓	✓	✓	✓	✓	✓		
5	✓	✓	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	✓	✓	✓	✓

Students should only be entered for those components in which they stand a realistic chance of completing the tasks successfully. They can then spend a maximum amount of time developing the areas in which they can do well. Time taken from the development of these areas in order to cover the other components, could lead to a weak performance in all components and, as a result, to a lower grade overall. The best strategy for obtaining the best possible grade is not to 'have a go' at everything. Develop a system of student profiling. Profiles, built up over the duration of the course, will allow you to make a professional judgment regarding entry, based on evidence accumulated over a number of terms.

cf *Teaching GCSE modern languages*. Bird and Dennison. (1987) Hodder and Stoughton.

CILT Information sheet:
Profiling, coursework and continuous assessment: a list of references.

Evaluation and testing in the learning and teaching of languages for communication. Council of Europe. (1988).

Preparing your students for the examination

Ensure that your students are familiar with the format and style of the papers they will be sitting. They will need to know:

- ★ the layout of the papers
- ★ how long they have to answer the questions
- ★ how best to allocate their time
- ★ whether to write in the question booklet or on answer paper
- ★ whether to answer questions in English or Italian
- ★ whether they have any choices of question
- ★ how they should make the choice
- ★ how marks are allocated per question and per paper
- ★ where and when the examination will take place
- ★ what equipment is needed
- ★ what the regulations and procedures are relating to conduct in the examination room.

This will usually mean regular practice in all the techniques (especially practice orals), and holding a mock examination. It is helpful to use the previous year's papers. Refer to the report of the chief examiner and to the official mark scheme, published about 3-6 months after the examination.

Although the results of the mock examination may help you to decide which additional papers to enter students for, the mock results should not be your only yardstick. You will need to consider your students' performance in each of the four skill areas throughout the course.

Predicted grades

You may be required to predict grades for your students and to enter these on sheets provided by the examining group. These should be as accurate as possible and you will need to refer to student profiles, mock results and other evidence before determining these grades.

In some schools and colleges predicted grades may be used to draw statistical inferences once the final results are published. It is common practice to compare predicted grades with actual grades, though the conclusions drawn from such comparisons will vary from one institution to another. Be realistic, and if in any doubt, consult other colleagues in the department.

The oral examination

The grid below shows the different options for conduct of the examination.

Give your students regular practice orals in preparation for the test. Many students find the test extremely stressful and get very nervous. Familiarity with the procedures will help to put candidates at their ease.

- Conduct the practice oral tests along the same lines as the real thing.
- Use tasks which have the same format as those students will encounter.
- Ensure that you are thoroughly familiar with the requirements for conduct of the oral examination set out in the syllabus.
- Ensure that you provide the student with adequate opportunities to demonstrate the full extent of his/her linguistic proficiency. Questions which prompt yes/no or one-word answers will not allow the student to express his/her opinions, thoughts and ideas, e.g. the question *Hai fratelli?* can be answered satisfactorily by *Sì* or *No*. The request *Parlami un po della tua famiglia*, allows the candidate to tell you as much as he/she can about his/her family. Similarly, *Ti piace la cucina italiana?* is much more restricting than *Cosa pensi della cucina italiana?*.

- Look carefully at the assessment criteria for the speaking test and prepare questions which will
  - cover the range of topics specified for that level
  - cover the full range of language specified for that level
  - provide opportunities for candidates to demonstrate:

    comprehension — pronunciation
    accuracy — intonation
    control — initiative
    fluency — independence.

	Teacher conducts oral exam	External examiner	Teacher allocates marks	External examiner allocates marks	Recordings of all candidates required
LEAG	✓	✓ If necessary e.g. for private entries, staff vacancies	✓		✓
SEG	✓	✓	✓		✓
NEA	✓			✓	✓
NISEO	✓		✓		✓

- Arrange to conduct the examination with a colleague. One of you monitors the time using a stop-watch and, if necessary, allocates marks. The other asks the questions.

- Study the test material before the examination. The syllabus states when you may open the material. If the syllabus allows you to ask questions other than those suggested by the group, draw up a list of alternative questions, ensuring that they are appropriate to the topic and that they provide adequate scope for the candidates to demonstrate their full abilities.

If you are conducting the oral test for the first time,

- read all the information provided by the group
- write to the group and find out if it produces any training videos or cassettes together with sample marking examples
- ask your LEA adviser if he/she can arrange a training session for local teachers conducting oral tests for the first time
- seek advice from your Head of Department/other colleagues
- ask to watch a colleague conducting practice oral tests
- ask a colleague to watch you conducting practice tests
- practise allocating marks in conjunction with a colleague
- ask ALL* to organise a workshop on this in your area.

Remember that an oral test lasting 15 minutes can account for as many marks as a writing test lasting 75 minutes. Those 15 minutes are crucial and the performance of the examining teacher can have a significant effect on the performance of the candidate.

'A' and 'AS' level

'A' level and 'AS' level courses are designed to cater for students who have achieved at least a grade C at GCSE and who wish to study Italian at a higher level for a further two years. 'AS' levels are intended to broaden the post 16+ curriculum by enabling students to continue with non-specialist subjects and show achievements over a broader range of interests in 'A' and 'AS' level combinations.

'A' level courses normally receive a timetable allocation amounting to about 5 hours per week over two years. 'AS' level courses are expected to run on half that allocation. 'AS' level syllabuses are designed to be co-teachable with the corresponding 'A' level, i.e. students on an 'AS' level course in Italian should be able to attend some lessons with 'A' level Italian students since the syllabuses have certain elements in common.

It is possible to run a one-year (two and a half terms) course to 'A' or 'AS' level but do not underestimate the amount of work that this will entail both for you and your students. If you are contemplating such a venture, you should discuss the matter with your Head of Department and Head teacher and argue strongly for a timetable allocation of at least 10 hours per week for an 'A' level course.

'A' level Italian is offered by:

1. JMB*
2. AEB*
3. ULSEB*
4. University of Oxford Delegacy of Local Examinations*
5. Northern Ireland Schools Examining Council (NISEC)*

'AS' level Italian is offered by:

1. ULSEB*
2. University of Oxford Delegacy of Local Examinations*

Which syllabus?

- Send off for copies of the syllabus, specimen and past papers from the examining boards.

- Write to CILT* for Information sheets

Patterns of change in GCE 'A' level examinations and *Guide to GCE 'AS' level examinations*. These give information about the different syllabuses, and provide grids which enable you to compare syllabus specifications at a glance. The Information sheets are revised regularly, so ask for the current guides to 'A' and 'AS' level.

- Look at the allocation of marks for each skill/component.

- Which syllabus will help to develop linguists with useful and usable skills?
- Which syllabus most closely matches your teaching aims and style?

- Look carefully at the list of topics and/or set books.

- Which topics will your students be most interested in?
- Which topics do you know most about?
- Which topics most interest you?
- Which topics can you research most easily?
- Which books will your students most enjoy?
- Which books will you most enjoy teaching?

- Look carefully at any lists of recommended reference books.

- Which books do you have access to?
- Are the books still in print and easily available through UK booksellers?
- Will your students be able to refer to these books without your help and guidance?
- Will you be able to acquire alternative reference works which your students will be able to work from?
- How much will it cost to purchase all the recommended reference books? This can have important implications for your capitation allowance.
- Some boards produce teaching resource packs related to the topics.

- Talk to colleagues teaching 'A' and 'AS' levels in other languages and find out what are the implications of the syllabuses they are following.

- Write to CILT* for Information sheets *Literature in foreign language teaching: some sources for 'A' level (and beyond)* and *Materials for new 'A' level syllabuses.*

Activities for 'A' and 'AS' level students

- Encourage your students to maintain links with penfriends and exchange partners and to continue exchanging letters. Such contacts will prove essential when it comes to researching topics, compiling course-work files, etc (cf section on class-to-class exchanges, page 38).

- Encourage students to take part in the exchange. Give them specific tasks to complete during their stay in Italy (cf Chapter 7).

- Encourage students to act as helpers during lower school Italian lessons (cf page 37).

- Organise a study visit to Italy in order to carry out research, make recordings and collect material for the topics and for coursework projects. Liaise with colleagues in another local school so that you have a viable group. Some schools travel companies organise study visits to Italy.

- Talk to your Languages Adviser about organising a residential Italian weekend for all 'A'/'AS' level Italian students in the authority. These weekend courses can be held at a local authority field studies centre at reasonable rates.

  Check the current guidelines on charging parents for study visits.

  Italian should be spoken throughout the weekend. Involve as many assistants and native speakers as you can.

  The programme should cover a variety of activities ranging from workshops on set books, study sessions on set topics, presentations by staff and students, performing scenes from set books, teaching/learning games and songs, to quizzes and treasure hunts and a *spaghettata*.

  Ask the 'A' level examining board to arrange for an examiner to come and talk or run a workshop session. Approach the nearest Italian consulate and ask if they could help with/organise a particular session.

At the end of the weekend your students should feel that they have worked hard and that they have learned a lot, but they should also feel that the experience has been an enjoyable one.

- The Festival of Languages
  Local and regional festivals are held and from these, items are selected to go forward to the National Festival. Contributions include displays, sketches, songs, puppet shows, games, computer programmes, etc. all of which demonstrate the linguistic talents of those taking part. There is also an awards scheme aiming to attract under-19's with excellent practical ability in one or more languages.

  For further information contact:
  Christine Wilding
  National Coordinator
  Festival of Languages
  Marton
  Rugby
  CV23 9RY

Foreign Languages at Work Scheme (FLAW)

FLAW courses are suitable for students who have had successful experience of language learning up to the age of 16, which would normally be reflected in the award of grades A, B or C in GCSE or equivalent qualifications. Students without such qualifications may, however, be admitted to courses if, in the judgment of their teachers, they are able to cope with profit from the course.

There are two types of FLAW course:

1. Continuation courses

For students continuing the study of a language for which they possess 16+ certification

(i) the course may be designed to last for 3, 4 or 5 terms, at the discretion of the centre.
(ii) there should be not less than 100 minutes of course-work per week.

2. Ab Initio courses

(i) For students beginning the study of a new language.
(ii) Courses should be more intensive than a continuation course (not less than 140 minutes of course-work per week).
(iii) A language test should be built into the programme as an end-of-year course objective, in order to establish that the students have reached a level of linguistic facility that will permit them to put the language 'to work' in the second year of the course.

General

- Teachers design their own courses in the practical and predominantly oral use of the language and submit course programmes for approval.
- Courses should give students the opportunity to use their Italian in a practical manner and in contexts related to the world in which they will later be working.
- The course should accommodate a wide range of materials gathered from a variety of recorded and written sources.
- Students are given a profile assessment of their language skills at the end of the course. See FLAW Profile wheel on page 52.
- Applications to run courses will be accepted in respect of any suitable target group, e.g.: in Sixth Forms, in Further and Adult Education.
- LCCI* can provide a list of suggested resources and put you in contact with other centres running Italian FLAW schemes.

For further information contact:

The London Chamber of Commerce and Industry*

Ask for: Information sheets:
Getting FLAW courses off the ground
Drafting a FLAW course programme

PROFILE OF PERFORMANCE LEVELS IN FOREIGN LANGUAGES AT WORK ACTIVITIES

(Put a tick in the relevant boxes)

	NOT PART OF THIS COURSE	CERTIFICATION LEVELS				
		1	2	3	4	5
SPEAKING and LISTENING						
1 Giving a talk						
2 Giving instructions						
3 Interpreting						
4 Participating in discussions						
5 Obtaining and giving information						
6 Using the telephone						
7 Informal conversation						
8 Listening for detail						
9 Listening for gist						
READING						
10 Reading for gist						
11 Reading for detail						
12 Reading telex, telegrams, etc						
13 Reading correspondence						
WRITING (optional activities)						
14 Form filling						
15 Writing telex, telegrams						
16 Writing letters						
17 Summarising and note-taking						

Foreign Languages at Work Scheme 1990-91

Foreign Languages for Industry and Commerce (FLIC)

These are purely oral examinations. There are four levels, all of which assess the candidate's communicative efficiency in 'sympathetic, work-orientated exchanges'.

Level	*Equivalent to*	*Length of oral*
1. Preliminary	GCSE Grades G+/100 hours tuition	20 mins
2. Threshold	GCSE Grade D	27-32 mins
3. Intermediate	'A' level	35 mins
4. Advanced	Final Year Undergraduate level	45-65 mins

The examinations can be taken by arrangement at any time of the year with one month's notice. Trained examiners conduct the examination.

For further information, contact: London Chamber of Commerce and Industry*

Institute of Linguists*

The Institute of Linguists sets task-based examinations suitable for people wanting to work with languages. They are concerned with assessing whether a candidate is able to do certain realistic things using Italian. From 1990 there will be 5 levels of examination, the highest level being equivalent to 2nd class degree level.

1. Preliminary
   For beginners
   Tests in reading, speaking and listening
2. General Certificate
   Equivalent to GCSE level
   Tests in reading, speaking and listening
3. Advanced Certificate
   Equivalent to a good 'A' level pass
   Students must study three out of five modules
   Modular course with tests in all four skills.

For further information, contact the Institute of Linguists*.
Ask for the brochure on *Examinations in languages for international communication*, the *Administrative handbook* and specimen material for the syllabus.

Royal Society of Arts*

The RSA sets examinations in Italian at four levels. They are intended for full-time or part-time students in Further or Adult Education.

Level 1
for students who have received 50-60 hours' tuition

Level 2
for students who have received 120-150 hours' tuition

Level 3
(follows on from Level 2)

Level 4
students who are successful at this level could be deemed proficient enough to embark upon Higher Education and/or live, study or work in Italy.

Tasks are communicative in nature and resemble the sort of real life demands made on those who visit or have contact with Italian speaking communities.

For further information, contact: The Royal Society of Arts Examination Board*
Ask for *Italian level 1-4, modern languages examinations, explanatory booklet and syllabus guidelines.*

Scotland

For information contact the Scottish Examination Board*

Examinations in Italian are set for:

Standard Grade- Examination at 16+
Higher Grade - Examination at 17+
(a revised examination will be introduced in 1991)

Certificate of Sixth Year Studies - Examination at 18+
(a revised examination will be introduced in 1992)

For information on SCOTVEC modules contact the Scottish Vocational Education Council*.

Taking Italian further 10

This section aims to provide some basic information which will enable you to give advice, and answer the questions of those students who want to find a career which will require them to use their language skills, or who wish to study languages at a higher level.

ADVICE FROM COLLEAGUES

Consult school Careers teachers, the LEA Careers Advisory Service and Heads of Sixth Form. Public libraries also keep a selection of books and pamphlets on different career opportunities.

Publications

Encourage people such as the school's Careers Adviser and the LEA Careers Adviser to obtain the following publications:

Careers using languages. CILT Information sheet.
Working with languages. COIC No. 54.
Working abroad. Golzen and Stewart. (Kogan Page).
Summer jobs abroad. Vacation Work, Oxford.
Careers using languages. Helen Steadman (Kogan Page).
Using languages. AGCAS (for potential graduates).
Job outlines. COIC No. 48 Languages.
Using languages. From CSU, Crawford House, Precinct Centre, Oxford Road, Manchester, M13 9EP.
Foreign languages in industry and commerce. LTC, University of York.
Language study beyond school and graduate studies. CILT Information sheet.

DEPARTMENTAL INFORMATION BANK

- Build up a bank of materials relating to careers and courses for use within the department
- Encourage students and colleagues to cut out advertisements for jobs for which a knowledge of Italian and/or other languages is useful.
- Collect articles about jobs involving languages.
- Make a wall display using the job advertisements and articles you have collected.
- Show videos such as the ones below to classes and to parents attending open evenings.

Rowntree Mackintosh *Languages at Work*, a 35 minute video which shows how languages can be useful in areas such as marketing, engineering, sales and accountancy, £9.70 + £1.80 p&p, available from CILT.

Baker Perkins video: Write to:
Training Assistant
APV plc
Westfield Road
Peterborough, PE3 6TA
Tel: 0733 261261

Job talk - languages and the world of work
This video deals with the use of foreign languages in the context of everyday situations, and the relevance to the world of work. A 42 minute video, available from:
Focus in Education Limited
65 High Street
Hampton Hill, Middlesex
TW12 1NH. Tel: 01 783 0333
Price £34.50 including VAT and p&p.

Languages can be useful in the following jobs:

Secretarial, Front of Office,
Travel and Tourism: couriers, representatives, cabin crew,
Lorry driver,
Catering: waitress, waiter, chef,
Ship's crew,
Customs, Passport control,
Teaching,
Librarianship, Information service,
Translating: scientific, technical, commercial, conference, literary,
Interpreting,
Hotel work,
Banking,
Insurance, Law,
Telephonist,
Marketing, Sales, Distribution,
Diplomatic corps,
Civil Service,
Engineering: export sales engineer,
Airport and port staff,
Market research, Report writing,
Music,
Art, Fine art,
Archaeology, Museum work,
Journalism,
Broadcasting: Language monitor, producer, director, script writer, productions assistant,
Common market institutions.

JOBS AND CAREERS

An ability to understand and use a language can be a useful asset in a wide range of jobs and careers at many different levels. Both the 16-year-old school leaver and the university graduate may be keen to continue using their language skills and there are jobs and careers which are accessible to both groups. A skill in languages will be considered as a useful secondary skill, and very often employers will be seeking primary skills in other areas such as typing, word processing, engineering, administration, management, etc. All students should be encouraged to develop and maintain their foreign language skills.

For further information see: King A, Thomas, G, and Hewett, D. (1989) *Languages and careers: an information pack*. CILT.
Send for CILT Information sheet: *Careers using languages*.

16+ COURSES

Sixth form at school, Sixth Form College, Colleges of Further Education.

Courses leading to the following qualifications may involve Italian:

BTEC (Business and Technician Education Council)
1st Certificate and National Certificate/Diploma

CPVE

'A' level
(cf page 49).

'AS' level
(cf page 49).

Institute of Linguists' examinations*
(cf page 53).

RSA* (Royal Society of Arts) examinations
(cf page 53).

FLIC (Foreign Languages for Industry and Commerce)
(cf page 53).

FLAW (Foreign Languages at Work Scheme)
(cf page 51)

TVEI

UNIVERSITIES

Italian can be studied for a single honours degree or as part of a joint honours degree. It can be offered as a subsidiary subject in the first or second year or as part of a general arts degree course (BA) in Scotland.

Many university Italian departments offer *ab-initio* courses as well as courses for students who have studied Italian to 'A' level or for SYS.

It is possible for students who are not intending to read Italian as part of their degree course to continue with the study of the language. Several universities run service or *extra-mural* courses in a number of languages. Many students will find it desirable to maintain their linguistic proficiency by following such a course. They should find out what service courses are offered by the universities to which they are thinking of applying, and bear in mind the existence of such facilities when deciding which university to go to, whatever the subjects of their degree.

The range of subjects with which Italian can be studied is vast. Many students find it advantageous to follow a joint degree course since there are generally more career opportunities for such graduates. Students who think that they might enter the teaching profession should continue with the study of French, either as part of a joint-honours degree or at least as a subsidiary subject.

Send for CILT Information sheet: *Teacher training and careers in teaching: publications and addresses.*

Courses vary considerably from one university department to another. Some have a significant literature component and others are more biased towards the language and to the development of translating and interpreting skills, for example. Students should write to a number of departments and ask for details of the degree course syllabus before making applications.

cf *UCCA handbook* - lists universities offering Italian
WHICH degree? Newpoint Publishing. Yearly.
Degree course offers. Heap, B. Yearly.
Scholarships abroad. The British Council. Yearly.

POLYTECHNICS

Italian can be studied as part of a degree course at about half a dozen polytechnics.
cf *Polytechnic courses handbook*, CDP
PCAS handbook

COLLEGES OF HIGHER EDUCATION

The *Compendium of advanced courses in colleges of Further and Higher Education* provides information about courses and qualifications.

Italian can be studied for:

- ★ a BA degree in languages
- ★ a Diploma of Higher Education in Languages for Business
- ★ a BTEC HND in Business and Finance
- ★ a Polytechnic Diploma in Language Studies
- ★ individual college awards
- ★ as part of a degree in European Business Studies.

Italian can be studied with subjects such as:

Drama
International Politics
Philosophy
Law
Computing
Business Studies
History of Art
Theology
African and Caribbean Studies
Scottish History
Mathematics.

11 Professional development

This section sets out some of the ways in which you can further your professional development. Many Head teachers attach considerable importance to personal professional development when considering candidates for a vacant post. However, it will be very often left to you to find out about INSET opportunities and to ask to attend courses, workshops and meetings. It helps if you know who are the main providers of INSET and are familiar with the main sources of funding.

IN-SCHOOL/COLLEGE INSET

Your school or college will arrange a series of meetings/courses to be held each year. These may be arranged in conjunction with other local schools and may include talks by outside speakers.

- Find out how the subjects for these meetings/courses are determined.
- Find out when subjects are decided.
- Ask for time to be set aside at a Department Meeting in order to discuss and prioritise ideas for future INSET meetings and courses.

School-based *INSET* days

- Ask for INSET days to be used for departmental INSET.
- Collaborate with the Modern Languages Department of another school.
- Your Adviser/Inspector might arrange INSET opportunities on an area basis.
- Exchange ideas and experiences on an agreed topic such as:

Teaching the least able in Years 1-3
Stretching the most able in Years 4 and 5
Bridging the gap between GCSE and 'A' level, etc.

- Have an agenda, a chairperson and a clear idea of the objective to be attained by the end of the session.
- Arrange to meet with another faculty or department. There are often many things to be learned from the way in which other departments keep records, assess students, write profiles, etc.
- INSET days can be planned in conjunction with local teacher training institutions.

LEA INSET

The Local Education Authority may organise a series of workshops and courses for teachers of Modern Languages.

Ask your County Adviser/Inspector if there are courses or workshops which may be of interest to you. If there are none, suggest topics for future courses and workshops which you feel would be useful.

Details are often circulated to schools at the end of the Summer Term and it is then up to you to discuss applications within the department and to consult your Head teacher.

Places may be limited, so get your application in in good time.

NATIONAL INSET OPPORTUNITIES

ALL Italian Annual Course*

The Italian committee of ALL organises an annual weekend course for teachers of Italian. This usually takes place early in the Autumn Term. Details are available from ALL*.
The course is approved by the DES and you

may be able to obtain funding from your local authority. Apply early - you may need to mention your wish to attend the course by September of the previous year, so that it can be built into the budget.

DES/*Central Bureau - Intensive Italian Language Course*

This course is for UK school, FE or AE teachers. It is usually held at Easter every other year. It caters for those already teaching Italian who wish to improve their command of the language and for those with a working knowledge of the language who may be in a position to offer Italian in their schools. The course includes lectures, seminars, discussions and conversation tutorials, and offers the opportunity to visit places of interest in the surrounding area.

Details are circulated by ALL* and can also be obtained from the Central Bureau for Educational Visits and Exchanges, In-service Training Dept. (Courses section)*

Perugia - Annual Refresher Course for Teachers of Italian

This course is organised by the Italian Ministry of Education and the *Università per Stranieri* in Perugia.
ALL* (Italian committee) gives information and advice to teachers wishing to attend this course.
From time to time bursaries are made available to the Association and details are publicised.

ALL Italian section Workshops and Branch Meetings

The ALL* Italian committee runs workshops during the course of the school year. These are usually held in a number of regional centres.

Details are given in the ALL Italian newsletter.

Teacher Exchange with Italy

A scheme has been agreed between The Central Bureau* and the Italian Ministry of Education. Further details can be obtained from: The Teacher Exchange (Europe) Section, The Central Bureau*. Formal applications are required by June for exchanges to take place in January of the following year.

Send for Central Bureau* leaflets entitled: *In-service training for teachers: post-to-post exchange, Europe* and *Study visit schemes.*

ALL Annual Course-Conference*

A three-day course-conference held at Easter. Workshops, talks, presentations and plenary sessions on a wide range of topics.
A chance to establish contacts with other teachers of Italian. Major publishers and examining boards have stands with displays of their materials.

Apply for funding from your local authority. Consult your Modern Languages Adviser/Inspector by September of the previous year.

JOURNALS, PAPERS, PUBLICATIONS

ALL Journals*

Membership of ALL entitles you to journals relating to the teaching of two languages of your choice and to a non-language-specific journal covering matters of general interest and application, and to newsletters.
The *Italian Journal* includes articles and papers written by practising teachers of Italian and by those involved in research.
The *Newsletter* provides information regarding courses, workshops, meetings, etc.

Other Journals

Journals for other languages may well include articles which will be of interest to teachers of Italian. Some will not be language specific and will therefore have a more general application. Others, although referring to a specific language, will contain ideas which can be readily applied to Italian teaching.

The Times Educational Supplement

As well as offering articles, letters, publication reviews, etc, the paper publishes a *Modern languages extra* supplement twice yearly. Details of courses and conferences are also given.

Subscriptions

Subscribing to associations and publications is one of the best investments you can make in your career. Subscriptions to professional associations are tax deductable. Take out departmental subscriptions to a number of different publications and organisations.

DES APPROVED COURSES

The DES publishes a handbook providing information on courses for teachers. This is available in schools and colleges.

There are a number of part-time courses available. These often entail day-release and/or attendance at lectures in approved centres on one or two evenings a week.

Funding may be available from the LEA. Ask members of the Senior Management Team for further details.

The *DES handbook* gives details of full-time courses. Applications for secondment should usually be made during the Autumn Term of the academic year preceding that in which you wish to attend a course.

The Language Teaching Centre at the University of York offers a one year full-time course leading to an Advanced Diploma in Language Teaching. The Diploma may also be completed on a part-time basis over two years. The course is designed to encourage teachers to identify an area of practice - in their own work or in that of their department or school - which they would like to improve. They are then helped to develop techniques or materials in this area and to write a report on their work. The course is specifically designed to meet the practical needs of foreign languages teachers and each teacher receives individual help and advice. Further information is available from the Language Teaching Centre, University of York, Heslington, York, Y01 5DD.

OTHER PROVIDERS

Details of courses are circulated to LEA Advisers/Inspectors and directly to schools. Keep your eye on notice boards and apply for courses which interest you in good time.

Find out whether the LEA is able to assist with the payment of fees and travelling expenses.

The **Mary Glasgow Language Trust** offers a Language Teacher Fellowship each year. The Fellowship provides for three months' sabbatical attachment on full salary at a British university to permit the teacher-fellow to pursue and/or complete a project in the field of language teaching/learning. Details are published in the Fellowships/Studentships section of the *Times Educational Supplement*. Further information may be obtained from the Honorary Secretary, Mary Glasgow Language Trust, c/o CILT*.

Glossary of acronyms

AEB - Associated Examinations Board
ALL - Association for Language Learning
AS Level - Advanced Supplementary level
ATI - Association of Teachers of Italian
BTEC - Business and Technician Education Council
CBEVE - Central Bureau for Educational Visits and Exchanges
CILT - Centre for Information on Language Teaching and Research
CLA - Copyright Licencing Agency Ltd.
CPVE - Certificate of Pre-Vocational Education
DES - Department of Education and Science
ERASMUS - European Community Action Scheme for the Mobility of University Students
ESG - Education Support Grant
FLA - Foreign Language Assistant
FLAW - Foreign Languages at Work Scheme
FLIC - Foreign Languages for Industry and Commerce
GCE A Level - General Certificate of Education, Advanced Level
GCSE - General Certificate of Secondary Education
GOML - Graded Objectives in Modern Languages
GRIST - Grant Related In-service Training
Higher Grade - 17+ examination, Scotland
HMI - Her Majesty's Inspectors
HMSO - Her Majesty's Stationery Office
HND - Higher National Diploma
INSET - In-service Education of Teachers
JMB - Joint Matriculation Board
LEA - Local Education Authority
LEAG - London and East Anglian Group
MLA - Modern Languages Association
NALA - National Association of Language Advisers
NCC - National Curriculum Council
NEA - Northern Examining Association
NISEC - Northern Ireland Schools Examining Council
PGCE - Postgraduate Certificate in Education
PTA - Parent-Teacher Association
RAI - Radio e televisione italiana
RSA - Royal Society of Arts
SCCC - Scottish Consultative Council on the Curriculum
SEAC - Secondary Education and Assessment Council
SEG - Southern Examining Group
Standard Grade - 16+ examination, Scotland
SYS - Sixth Year Study, 18+ examination, Scotland
TES - The Times Educational Supplement

TTNS - The Times Network System
TVEI - Technical and Vocational Education Initiative
ULSEB - University of London Schools Examination Board

Useful addresses

Associated Examining Board
Stag Hill House
Guildford
Surrey
GU2 5XJ
Tel: 0483 506506

Association for Language Learning (ALL)
16 Regent Place
Rugby
Warwickshire
CV21 2PN
Tel:0788 546443

BBC Publications
32 Marylebone High Street
London
W1M 4AA

Central Bureau
Seymour Mews House
Seymour Mews
London
W1H 9PE
Tel: 01 486 5101

3 Bruntsfield Crescent
Edinburgh
EH10 4HD
Tel: 031 447 8024

16 Malone Road
Belfast
BT9 5BN
Tel: 0232 664418

CILT
Regent's College
Inner Circle
Regent's Park
London
NW1 4NS
Tel: 01 486 8221

The Copyright Licencing Agency Ltd
33/34 Alfred Place
London
WC1E 7DP

Italian Embassy
14 Three Kings Yard
Davies Street
London
W1Y 2EH
Tel: 01 629 8200

The Italian Cultural Institute
39 Belgrave Square
London
SW1X 8NX
Tel: 01 235 1461

Italian Trade Centre
37 Sackville Street
London
W1X 2DQ
Tel: 01 734 2412

The Institute of Linguists
24A Highbury Grove
London
N5 2EA
Tel: 01 345 0202

The International Penfriend Service
Bellavista
10015 Ivrea
Italy

Italian State Tourist Office
1 Princes Street
London
W1R 8AY

JMB
Manchester
M15 6EU
Tel: 061 273 2565

The Joint Twinning Committee
10 Spring Gardens
London
SW1A 2BN

The London Chamber of Commerce and Industry
Examinations Board
Marlowe House
Station Road
Sidcup
Kent
DA15 7BJ
Tel: 01 302 0261

London and East Anglian Group
EAEB
The Lindens
Lexden Road
Colchester
Essex
CO3 3RL
Tel: 0206 549595

Neat Ideas
Sandall Stones Road
Kirk Sandall
Doncaster
DN3 1BR

Northern Examining Association
YHREB
Scarsdale House
136 Derbyshire Lane
Sheffield
S8 8SE
Tel: 0742 557436

Northern Ireland Schools Examining Council
Beechill House
42 Beechill Road
Belfast
BT8 4RS
Tel: 0232 704666

The Royal Society of Arts Examination Board
John Adam Street
Adelphi
London
WC2N 6EZ
Tel: 01 930 5115

Scottish Consultative Council on the Curriculum
17 St John Street
Edinburgh

Scottish Examination Board
Ironmills Road
Dalkeith
Midlothian
EH22
Tel: 031 663 6601

Scottish Vocational Education Council
Hanover House
24 Douglas Street
Glasgow
G2 7NQ

Southern Examining Group
SEREB
Beloe House
2/10 Mount Ephraim Road
Royal Tunbridge Wells
Kent
TN1 1EU
Tel: 0892 35311

TTNS
PO Box 7
214 Grays Inn Road
London
WC1X 8EZ
Tel: 01 782 7104

ULSEB
Stewart House
32 Russell Square
London
WC1B 5DN
Tel: 01 636 8000

University of Oxford Delegacy of Local Examinations
Ewart Place
Summertown
Oxford
OX2 7BZ
Tel: 0865 54291

Italian / Italiano

By Jenny Jackson

The book aims to encourage and support the teaching of Italian in schools, colleges and centres of Adult Education; to act as a useful source of information, ideas and practical tips; and to keep teachers of Italian abreast of positive developments in Italian teaching.

Jenny Jackson has taught Italian to learners of all ages; she has written materials for the teaching of Italian to GCSE, and is currently involved with initial training of teachers of Italian.

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